



# American History II

## Item Specifications

### Grades 9–12

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## Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

**NOTE:** These resources are currently organized by strand: *History: Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures* which follows the guidelines of the EOC Assessment Blueprint.

However, when working with these documents for curriculum development, many educators have found organizing the Item Specification by theme to be more useful: *Re-Emerging America, Emerging Globally, Great Depression and WWII, The American Stage, Contemporary America*. Other educators have organized these Item Specifications by particular curriculum unit, no matter if the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach or even is taught in an interdisciplinary manner.

Educators are encouraged to organize the Item Specifications in ways most productive to their specific goal.

# American History Priority Standards

## History: Continuity and Change

American History: Priority Standard		9-12.AH.1.CC.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>History: Continuity and Change</b> Create and use tools to analyze a chronological sequence of related events in United States history.	
<b>Expectation Unwrapped</b> Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Students should create a cause and effect chart of events in history.</li><li>• How is ____ an example of ____?</li><li>• To what extent is ____ a direct result of ____?</li><li>• What accounts for the sequence of events as shown on the timeline? Explain your answer.</li></ul>
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		

American History: Priority Standard		9-12.AH.1.CC.B	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>History: Continuity and Change</b> Explain connections between historical context and peoples’ perspectives at the time in United States history.		
<b>Expectation Unwrapped</b> Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• The event that most influenced the ____ is ____ because....</li><li>• The events referenced in this ____ resulted in ____.</li><li>• In the context of this passage, how is ____ (event) reflective of ____ (perspective of a group of people) and their views on ____? How is this connected to ____?</li></ul>	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.			

American History: Priority Standard		9-12.AH.1.CC.C
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>History: Continuity and Change</b> Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product, which applies an aspect of United States history post c. 1870 to a contemporary issue.	
<b>Expectation Unwrapped</b> The student will apply an aspect of United States history post c. 1870 to a contemporary issue by doing the following: <ol style="list-style-type: none"><li>1. Pose a compelling central question.</li><li>2. Explain how the question builds on the ideas of experts.</li><li>3. Use specific supporting questions grounded in expert ideas.</li><li>4. Identify additional questions related to the central question.</li><li>5. Consult multiple significant sources of various types.</li><li>6. Critique the strengths and weaknesses of others’ ideas.</li><li>7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way.</li><li>8. Plan and deliver a presentation based on task, audience, and purpose.</li><li>9. Make strategic use of multimedia, as appropriate.</li></ol>		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Students will corroborate multiple sources to write a cohesive thesis statement answering a prompt.</li><li>• Where might you go to find more information about ____?</li><li>• How would you construct an argument to support the following statements?</li></ul>
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		



American History: Priority Standard		9-12.AH.1.CC.D	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>History: Continuity and Change</b> Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.		
<b>Expectation Unwrapped</b> Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a post c. 1870 United States history topic in a precise or nuanced way while acknowledging the limitations of those lenses. Students will use reliable and relevant resources to support their research.		<b>DOK Ceiling – 3</b>	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Students will ask questions about the historical context, intended audience, purpose, and point of view.</li><li>• What has the author possibly left out of the source?</li><li>• How can someone else have seen this source differently?</li><li>• Which of the following sources would best support the perspective of ____? How do you know?</li><li>• Which of the sources below would be the best to use to find more information to support the following compelling question? Justify your choices.</li></ul>	

American History: Priority Standard		9-12.AH.1.CC.E	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
	Strand MLS	<b>History: Continuity and Change</b> Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
<b>Expectation Unwrapped</b> Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts. Students will clearly explain and prioritize opportunities and challenges in addressing the problem.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How does the reading show change over time?</li><li>• How does the reading show continuity over time?</li><li>• How effective were responses to a specific problem in the US?</li><li>• According to the text, what is the reason for ____? How do you know?</li><li>• What can you infer about the causes of ____ based on the source provided? Justify your answer.</li></ul>	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.			

# Government Systems and Principles

American History: Priority Standard		9-12.AH.1.GS.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>Government Systems and Principles</b> Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	
<b>Expectation Unwrapped</b> Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. Students will look at the past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Is ____ an example of correlation or is it an effect?</li><li>• Explain using information from the text to support the argument.</li><li>• Based on the information in the text, what do you think is the most likely impact on ____ and why?</li><li>• The information provided in the following ____, support which of the following statements? How do you know?</li></ul>
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		

American History: Priority Standard		9-12.AH.1.GS.B	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>Government Systems and Principles</b> Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.		
<b>Expectation Unwrapped</b> Students will identify how decisions made by American leaders’ impact the United States and the world.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What evidence supports a leaders’ impact on the United States and/or the world?</li><li>• Explain the relevance of the individual on decision-making processes.</li><li>• Which of the following statements is the most likely result of the passage above? Justify your answer.</li><li>• Analyze the ____ provided and predict the consequences of the event it is describing. Be sure to provide specific examples to support your prediction.</li></ul>	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.			

American History: Priority Standard		9-12.AH.1.GS.C	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
	Strand MLS	<b>Government Systems and Principles</b> Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.	
<b>Expectation Unwrapped</b> Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What can you infer about ____ from the information in ____?</li><li>• How is ____ an example of ____?</li><li>• What evidence supports ____?</li><li>• Which of the following statements is the most likely result of ____? How do you know?</li></ul>	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.			

# Geographic Study

American History: Priority Standard		9-12.AH.1.G.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>Geographic Study</b> Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States’ history c. 1870-2010.	
<b>Expectation Unwrapped</b> Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Students will use a cause and effect chart or a graphic organizer to show relationships between items.</li><li>• The information provided in the source would lead you to believe which of the following statements?</li><li>• How would you explain the relationship between ____ and ____ when looking at the information from the sources provided?</li></ul>

American History: Priority Standard		9-12.AH.1.G.B	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
	Strand MLS	<b>Geographic Study</b> Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.	
<b><u>Expectation Unwrapped</u></b> Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How have American traditions changed over time?</li><li>• What impact did immigration have on the United States culture?</li><li>• How are characteristics of regions similar to other regions in the United States? How are they different?</li><li>• Using the maps provided, explain the changes that occurred between ____ and _____. Then explain how this is relevant to the development of post 1870 American society.</li></ul>	
<b><u>Stimulus Materials</u></b> Reference stimulus materials listed in content-specific standard.			

American History: Priority Standard		9-12.AH.1.G.C	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
	Strand MLS	<b>Geographic Study</b> Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States.	
<b>Expectation Unwrapped</b> Students will, relative to key content, locate major cities and states, and identify geographic features.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What can you infer about the importance of physical locations?</li><li>• Using the map provided, which of the following locations would most likely be the destination for ____? Why do you believe this to be true?</li><li>• Read the passage provided and then identify the location mentioned and explain how they are important to ____.</li></ul>	
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.			



# Economic Concepts

American History: Priority Standard		9-12.AH.1.EC.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>Economic Concepts</b> Using a United States’ historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.	
<b>Expectation Unwrapped</b> Students will define opportunity cost. Students will create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How do different aspects of the economy influence governmental decisions?</li><li>• How do governmental decisions affect the economy?</li><li>• What can you infer about ____ from the information in ____?</li><li>• In the context of the passage, what would be the benefits of ____ over ____? What would be the opportunity costs? Which would you choose and why?</li></ul>

# People, Groups and Cultures

American History: Priority Standard		9-12.AH.1.PC.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>People, Groups, and Cultures</b> Using a United States’ historical lens, describe how peoples’ perspectives shaped the sources/artifacts they created.	
<b>Expectation Unwrapped</b> When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What is the author’s point of view?</li><li>• How do you know? Evidence for your analysis?</li><li>• How does the historical context shape the author’s point of view?</li><li>• Why should we corroborate sources?</li><li>• Explore how authors agree and disagree on events.</li><li>• In the context of the passage provided, which of the following individuals would most likely agree with what it has to say and why?</li></ul>
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		

American History: Priority Standard		9-12.AH.1.PC.B
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>People, Groups, and Cultures</b> Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
<b>Expectation Unwrapped</b> Using a United States’ historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What effects have different groups of people had on the United States?</li><li>• How are specific groups treated differently through time?</li><li>• Analyze how different groups came into conflict with one another.</li><li>• What can you infer about the relationship between ____ and ____ How would this impact their ability to ____? Explain your answer.</li></ul>
<b>Stimulus Materials</b> Reference stimulus materials listed in content-specific standard.		

# American History Content Standards

## History: Continuity and Change (American History post c. 1870)

American History: Content Standard		9-12.AH.2.CC.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>History: Continuity and Change (American History post c. 1870)</b> Compare and contrast the plans for political reintegration of Southern states after the Civil War.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will use a combination of primary and secondary sources to outline and organize the major Reconstruction plans (Lincoln, Johnson, and Radical Republican). The student will use this information to compare and contrast the outcomes of the plans and how they impacted different people in different ways.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Compare and contrast of the Reconstruction plans as well as their outcomes in both the North and the South               <ul style="list-style-type: none"> <li>○ Lincoln’s Plan</li> <li>○ Johnson’s Plan</li> <li>○ Radical Reconstruction (including Wade-Davis bill, Civil Rights Act of 1866, Reconstruction amendments, Reconstruction Acts)</li> </ul> </li> <li>• Analysis of primary and secondary source accounts of the period, in addition to analysis of maps, charts, and graphs, to compare and contrast the plans for the reconciliation of the Union.</li> </ul>		<ul style="list-style-type: none"> <li>• Create a graphic organizer such as a Venn diagram to compare and contrast Lincoln’s Plan, Johnson’s Plan, and the Radical Republican’s Plan for Reconstruction. Describe how they are similar and how they are different.</li> <li>• Explain what accounts for the differences between Lincoln and Johnson’s plans for Reconstruction.</li> <li>• What are advantages and disadvantages of each plan?</li> <li>• Explain the impact of the Reconstruction amendments on civil rights?</li> <li>• Explain the role of the federal government and state governments in Reconstruction.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.CC.B	
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.		
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors of migration westward following the Civil War. They will describe the motivations and means to move as well as the challenges people faced.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>	
Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Description of factors<ul style="list-style-type: none"><li>○ Push factors (war, famine, poverty, persecution) as they relate to westward expansion</li><li>○ Pull factors (opportunity, land, money, religious freedom) as they relate to westward expansion</li><li>○ Government policies-Homestead Act, railroad grants/acts, Dawes Act</li></ul></li><li>• Description of challenges and adaptations<ul style="list-style-type: none"><li>○ Transcontinental Railroad</li><li>○ Environmental challenges</li><li>○ Cultural differences</li><li>○ Indian Wars (Sand Creek, Sioux Wars, Little Bighorn, Wounded Knee)</li></ul></li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about the purposes, challenges, economic incentives, and expansion trends</li></ul>		<ul style="list-style-type: none"><li>• What evidence supports possible push factors from Europe and other continents in the late 19th century?</li><li>• What evidence supports push factors in the late 19th century?</li><li>• What impact does immigration have the changing dynamics of the United States?</li><li>• What role did the federal government play in Western settlement? Include why the government was motivated to encourage settlement.</li><li>• Describe the cultural consequences of Western settlement on native peoples.</li><li>• What challenges did settlers encounter as they moved westward? How did they address those challenges?</li></ul>	
<b><u>Stimulus Materials</u></b>			
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.2.CC.C
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>History: Continuity and Change (American History post c. 1870)</b> Trace the contributions of individuals and institutions on social, political, artistic and economic development.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify causes and effects of individuals (captains of industry) and institutions (governments, labor unions, monopolies, corporations, trusts). While this is a time of extreme change due to the Industrial Revolution, many elements of society remain the same. Should address capitalism and socialism, Populism and Progressivism, and Labor Unions on institutions.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including, the following: <ul style="list-style-type: none"> <li>• People               <ul style="list-style-type: none"> <li>○ Social: minority leaders (Susan B. Anthony, Carrie Chapman Catt, Frederick Douglass, W.E.B DuBois, Elizabeth Cady Stanton, Booker T Washington, Ida B. Wells), philanthropists (Carnegie, Rockefeller and including Social Gospel movement, Jane Addams)</li> <li>○ Political: populist (including William Jennings Bryan, James Weaver), political leaders</li> <li>○ Artistic: city planning (Frederick Law Olmsted, Calvert Vaux), artists including realism (Thomas Eakins, Horatio Alger, Willa Cather, Stephen Crane, Mark Twain, Jacob Riis, James Bland, William Handy, Scott Joplin)</li> <li>○ Economic: captains of industry (Carnegie, Morgan, Rockefeller, Vanderbilt) and inventors (Bell, Bessemer, Edison, Pullman, Westinghouse)</li> </ul> </li> <li>• Institutions               <ul style="list-style-type: none"> <li>○ Labor unions</li> <li>○ Government: support of big business, laissez-faire</li> <li>○ Economic organization: Monopolies, Corporations, Trusts</li> <li>○ Political parties</li> </ul> </li> <li>• Analysis of primary and secondary source accounts of time period</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• How did people respond to industrialization through art?</li> <li>• How did people respond to industrialization through social movements?</li> <li>• How effective was the following individual in creating change?</li> <li>• Describe the benefits and consequences of industrialization.</li> <li>• Describe the viewpoints of industrial leaders and union leaders in the late 1800s on the role of the government in the economy.</li> <li>• How is the realism movement a response to industrialization?</li> <li>• Did society benefit from the titans of industry in the Gilded Age?</li> </ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.CC.A
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>	
MLS	Describe the causes and consequences of United States’ imperialism at home and abroad.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the various reasons for American expansion for economic and political growth (markets, resources, ports, Manifest Destiny). Students will then evaluate the consequences that resulted from this expansion (spheres of influence, expansion of the navy, Roosevelt Corollary [Big Stick], Dollar Diplomacy, Open Door in China, Spanish American War, and Panama Canal). Students will compare the perspectives of those who supported American imperialism and the perspectives of those who did not.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, describing the motivations for and consequences of American Imperialism including, the following: <ul style="list-style-type: none"><li>• Economic: Need for markets and resources, Need to protect markets and resources – need for expanded Navy, Promote trade and transportation – Panama Canal, ports, Naval bases</li><li>• Political: Spheres of Influence – Open Door, Presidential policies – Dollar Diplomacy, Roosevelt Corollary (Monroe Doctrine), Open Door, Military competition – “Power of the Seas”, Imperialism and anti-imperialism</li><li>• Ideological: Social Darwinism – White Man’s Burden, American nationalism</li><li>• Social: Spread of religion, Belief of cultural superiority, Expansion of the concept of Manifest Destiny</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What can you infer is the social impact of imperialism on people in the United States?</li><li>• What effects does US imperialism have on areas affected by it?</li><li>• What were the lasting consequences of US imperialism on other nations’ culture?</li><li>• Compare and contrast viewpoints on American imperialism in the late 19th and early 20th centuries.</li><li>• Create a Venn diagram comparing U.S. policies in different regions during the Age of Imperialism (for example Hawaii, Cuba, Philippines, China, Mexico).</li><li>• How does American policy regarding imperialism evolve during this era?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.CC.B	
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.		
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate the motivations for United States’ entry into World War I.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain why the United States entered World War I. Students will differentiate various economic, political, and cultural motivations of the United States to get involved in World War I.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>	
Content may include, but is not limited to, describing and evaluating the significance of the following motivations: <ul style="list-style-type: none"><li>• Economic<ul style="list-style-type: none"><li>○ Trade with foreign countries during wartime to boost the economy</li><li>○ Economic gains during a wartime economy</li></ul></li><li>• Political<ul style="list-style-type: none"><li>○ Submarine warfare-<i>Lusitania</i> and <i>Sussex</i></li><li>○ Zimmermann Telegram</li><li>○ Expand democracy</li><li>○ Connections to Progressive movement</li></ul></li><li>• Cultural: Ties to the Allies</li></ul>		<ul style="list-style-type: none"><li>• Why intervention by the US during World War I was considered multi-causal?</li><li>• How is Woodrow Wilson’s “moral diplomacy” reflected in U.S. policy in World War I?</li><li>• Based on the information provided, what would you identify the main motivation for entry into WWI? Explain your answer.</li></ul>	
<b><u>Stimulus Materials</u></b>			
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			



American History: Content Standard		9-12.AH.3.CC.C
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate the impact of U.S. participation in World War I and resulting peace efforts.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the contributions of America to the war effort (soldiers, supplies, and advances in weapons technology) and assess the results of their assistance. Students will then compare and contrast President Wilson’s Fourteen Points to corresponding sections of the Treaty of Versailles.		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period to distinguish between the various contributions made by the United States during World War I and appraise the extent to which it influenced the outcome of the war: <ul style="list-style-type: none"><li>• During the war: Replenish troops (draft), Provide food for the Allies, Provide weapons and military supplies for the Allies, Technological advancements</li><li>• Home front: Federal agencies/policies, War Industries Board-Government control of private business for war production, Rationing and victory gardens, War Bonds, Propaganda – 4 Minute Men, Job opportunities for women and minorities-Great Migration, Federal law - Selective Service Act, Espionage Act, Sedition Acts</li><li>• Outcomes of the war: Wilson’s Fourteen Points, Self Determination, freedom of the seas, League of Nations, disarmament, Treaty of Versailles – War Guilt Clause, reparations, League of Nations (not joined by United States), Conditions set the stage for World War II, United States isolationism policy</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How did World War I change the United States’ stance on interventionism?</li><li>• How did the reaction before and during the war differ from the reaction afterwards?</li><li>• Why would the United States want a return to isolationism after the war?</li><li>• What were the consequences of World War I on American society?</li><li>• Did Wilson’s view for peace become a reality? Why or why not?</li></ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.CC.D
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America's role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for "American normalcy". Additionally, "progressive" action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand MLS</b>	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate the responses of United States' leaders to the challenges of this period.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign and domestic challenges of this period. Students will evaluate the impact of presidential responses to these challenges (progressive policies, domestic, and foreign policy). <ul style="list-style-type: none"> <li>Domestic issues include immigration, industrialization, and urbanization.</li> <li>Foreign issues include imperialism, World War I, and a return to isolationism (refusal to join League of Nations, Kellogg-Briand Pact).</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the rationale behind and results of decisions made by American presidents during this period.  Evaluate the short-term and long-term impacts of leaders' decisions to deal with the following challenges of the period: <ul style="list-style-type: none"> <li>Challenges resulting from urbanization, immigration, and industrialization, including decisions such as:               <ul style="list-style-type: none"> <li>Progressive amendments (16-19), worker safety requirements, direct action voter reforms (initiative, referendum, recall), business limits (Hepburn Act, Sherman Anti-Trust Act, Federal Trade Commission, Meat Inspection Act, Pure Food and Drug Act), environmental policy</li> </ul> </li> <li>Challenges in and from becoming a global power</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How did responses by political, social, and economic leaders change at the turn of the 20th century?</li> <li>How did the responses stay the same?</li> <li>Which Progressive era president was most effective in advancing the movement's ideals? Include both domestic and foreign policies in your analysis.</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.CC.A
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change (American History post c. 1870)</b>	
<b>MLS</b>	Trace the significant events and developments of the Great Depression and WWII.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to identify the causes and effects of the Great Depression and World War II.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to summarizing the impact of the Great Depression and World War II on America, including their connections to World War I. Place events from this period into context and identify the cause-and-effect relationships between events. <ul style="list-style-type: none"> <li>Great Depression: Economic trends in the 1920s (agricultural production, agricultural debt/income, changes in demand in industries, impact of new technologies, changes in demand for natural resources, consumer debt), Stock market crash, resulting in economic depression and unemployment, Hoover's policies: including rugged individualism, RFC, Bonus Army March, Elections of FDR, New Deal policies, agencies and legacy, Effects on families, minorities, women, etc., Migration and Dust Bowl</li> <li>World War II: Evolution of American policy: isolationism, Neutrality Acts, Lend-Lease, Quarantine Speech, Atlantic Charter, Mobilization for war, including Selective Service Act, Pearl Harbor and the major campaigns of World War II, Technological advances, including the atomic bomb, Domestic impact: including rationing, labor changes, internment of Japanese Americans, migration</li> <li>Results of the war: including Yalta and Potsdam, United Nations, Nuremberg Trials</li> </ul> With a stimulus (such as a chart or a timeline), summarize the significance of World War II including its connections to the Great Depression and the Cold War. Place events from this period into context and identify the cause-and-effect relationships between events.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How did the Great Depression affect individuals? How did it affect specific groups?</li> <li>What evidence supports that the aftermath of World War I was a cause of World War II?</li> <li>How do people change to meet the needs of a changing world?</li> <li>How is the Great Depression an effect of post-World War I policies?</li> <li>How did the economic changes from World War I lead to the Great Depression?</li> <li>Describe the impact of World War II on the Great Depression in America.</li> </ul>

American History: Content Standard		9-12.AH.4.CC.B	
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.		
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>		
MLS	Evaluate the responses of United States’ leaders to the challenges of the Great Depression and World War II.		
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>	
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate responses of presidents (Hoover, Roosevelt, and Truman) to the challenges of the Great Depression and World War II.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, comparing and contrasting the responses of Presidents Hoover, Roosevelt, and Truman to domestic and foreign events to draw conclusions about their successes. Topics of the period could include the following: <ul style="list-style-type: none"><li>• Comparison of actions by Hoover and Roosevelt to the Great Depression</li><li>• Actions of Roosevelt and Truman and how they handled foreign policy – Yalta vs. Potsdam</li><li>• Conflict resolution – Isolation, atomic bomb, Cold War, United Nations</li><li>• Hoover<ul style="list-style-type: none"><li>○ Rugged individualism-local charity</li><li>○ Pro-business legislation-helping business provide jobs for communities, Reconstruction Finance Corporation</li><li>○ Bonus Army</li><li>○ Stimson Note</li></ul></li><li>• Roosevelt<ul style="list-style-type: none"><li>○ New Deal programs – relief recovery, and reform</li><li>○ Leadership before and during World War II – radio talks, Lend-Lease Acts, Neutrality Acts, Quarantine Speech, Four Freedoms, Atlantic Charter, Lend-Lease, Yalta Internment policies</li></ul></li><li>• Truman<ul style="list-style-type: none"><li>○ Ending WWII: atomic bomb, Potsdam</li><li>○ Early Cold War: Truman Doctrine, Marshall Plan, Korean War, NATO, Berlin airlift</li></ul></li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Compare and contrast Hoover and Roosevelt’s responses to the Great Depression.</li><li>• How did Truman continue the policies set forth by Roosevelt?</li><li>• How did Roosevelt and Truman’s policies show a change in domestic and foreign policy after World War II?</li><li>• Compare the efforts of Hoover, Roosevelt, and Truman in addressing the needs of minorities.</li></ul>	
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.4.CC.C
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change (American History post c. 1870)</b>	
<b>MLS</b>	Describe critical developments and turning points in WWII including major battles.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including but not limited to, maps, charts, and graphs, to describe the events and turning points that contributed to the victory of the Allies in WWII.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the major developments and turning points in the war, drawing conclusions about their overall historical significance, and assess their contribution to the Allied victory. Items should include the following: <ul style="list-style-type: none"> <li>Identify the historical significance of technological advances in the European and Pacific theaters.</li> <li>Make observations about major battles and determine their significance to the war.</li> <li>Identify the significance of turning points to the outcome of the war (D-Day, Midway, atomic bomb).</li> <li>European theater               <ul style="list-style-type: none"> <li>Land war: tactics</li> <li>Battle for the Atlantic: convoys, sonar</li> <li>North Africa, Italian campaign, and Eastern front</li> <li>D-Day and liberation of France-Battle of the Bulge</li> </ul> </li> <li>Pacific theater               <ul style="list-style-type: none"> <li>Island hopping and air battles</li> <li>Ocean war: tactics</li> <li>Midway and Coral Sea</li> <li>Iwo Jima, Okinawa, Hiroshima and Nagasaki</li> </ul> </li> <li>Developments               <ul style="list-style-type: none"> <li>Technology: sonar and radar, convoy system, Manhattan Project, code breaking, aircraft carriers</li> <li>Alliances</li> </ul> </li> <li>Home front: women, minorities, Double V Campaign</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What can you infer about new technologies' impact on United States strategies during the war?</li> <li>How did the home front impact the war and vice versa?</li> <li>How as American intervention in World War II similar to World War I? Different?</li> <li>Considering each of the fronts in Europe and the Pacific, describe what battles were turning points in the war and why.</li> <li>Compare the strategy and course of the wars in Europe and the Pacific.</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.CC.D
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the motivations for United States abandonment of isolationism and entry into WWII.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to assess the motivations for moving toward active participation in the war. Students should identify the economic, political, and sociocultural motivations to determine the degree to which they influenced American involvement in the war.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, assessing the motivations for moving toward active participation in the war. Identify the economic, political, and sociocultural motivations to determine the degree to which they influenced American involvement in the war. Items should include the following: <ul style="list-style-type: none"> <li>• Analysis of America's economic and cultural ties to Europe prior to and during early parts of World War II and to what degree they encouraged American involvement</li> <li>• Assessment of how economic trends impacted political decisions</li> </ul> Topics should include, but not be limited to the following: <ul style="list-style-type: none"> <li>• Economic: Benefits of a wartime economy for businesses and individuals, Cash and carry and lend lease, Sanctions on Japan, and Limited trade due to submarine warfare</li> <li>• Political: Alliances, Atlantic Charter, Attack on Pearl Harbor, and Rise of Fascism in Europe and US response</li> <li>• Sociocultural: Historic ties to England and France, US and the Holocaust</li> <li>• Propaganda</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did the United States policy toward Europe change since World War I?</li> <li>• How did the government use propaganda to the claim the United States was fighting a "just" war?</li> <li>• Describe the debate between isolationists and interventionists in the years leading up to Pearl Harbor.</li> <li>• What foreign policies are adopted by the United States in the 1920s and 1930s and how did they impact policy leading up to World War II?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.CC.E
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.	
<b>MLS</b>		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the contributions of America to the war effort (soldiers, supplies, and advances in weapons technology) and assess the results of their assistance. Students will compare and contrast the role of the United States at the end of World War I and World War II (Isolationist vs. active involvement in world affairs). Students should draw conclusions about the connections between World War II and the Cold War (political and economic tensions).		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period. Distinguish between the various contributions made by the United States during World War II and appraise the extent to which it influenced the outcome of the war and changed the role of the U.S. in global politics. <ul style="list-style-type: none"> <li>During the war <ul style="list-style-type: none"> <li>Replenishing troops (draft)</li> <li>Provide food for the Allies</li> <li>Provide weapons and military supplies for the Allies</li> <li>Propaganda</li> <li>Home front</li> <li>Technological advancements</li> </ul> </li> <li>Outcomes of the war <ul style="list-style-type: none"> <li>World War II peace agreements - Potsdam, Yalta</li> <li>Active participation in global issues-United Nations (Security Council, Universal Declaration of Human Rights), NATO, IMF (Bretton Woods Conference)</li> <li>Cold War</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How did World War II lead to the US becoming a world power?</li> <li>What conditions caused a boom in United States production?</li> <li>Compare the role of the U.S. in global politics in the early years of World War II and the closing of the war.</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard			9-12.AH.5.CC.A
Theme	The American Stage Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.		
Strand	History: Continuity and Change (American History post c. 1870)		
MLS	Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.		
<u>Expectation Unwrapped</u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the ideological differences and events that led to the Cold War. Causes for the Cold War may include ideological differences between the U.S. and Soviet Union, conflicts from World War II, developing nuclear weaponry and the fear of communism in the United States. Additionally, students will understand the major conflicts of the Cold War and the consequences of those conflicts. Finally, students will understand the enduring legacy of the Cold War including democratization in Europe and Asia, nuclear disarmament, a concern for human rights, spreading of U.S. influence (military bases, trade).			<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, identifying major conflicts of the Cold War era and explaining the significance of specific events to the overall context of the Cold War. Topics could include the causes and consequences of the following: Tension in Europe, Berlin, Korean War, Cuban Missile Crisis, Vietnam, and Red Scare. Make connections between the short-term outcome of events and the long-term outcomes of the Cold War.			<u>Sample Stems</u> <ul style="list-style-type: none"><li>• How did the United States and the Soviet Union escalate Cold War tensions?</li><li>• How did the United States and the Soviet Union de-escalate Cold War tensions?</li><li>• How did television change how Americans saw the world?</li><li>• How did foreign policy affect domestic policy?</li><li>• What can you infer about the relationship between ____ and ____ after the events described in the document provided? How did this contribute to the legacy of the Cold War?</li></ul>
Event	Short term outcome	Long term outcome	
Tension in Europe	Soviet occupation of Eastern Europe following World War II and Competition between economic systems	NATO, Warsaw Pact and Iron Curtain	
Berlin	Soviet blockade of West Berlin	Berlin Airlift, Blueprint for Cold War political conflict resolution, and Berlin Wall	
Korean War	Communist invasion of South Korea	Prolonged conflict in Korea, Domino Theory, and Containment policy	
Cuban Missile Crisis	Soviet Union placement of missiles in Cuba and Bay of Pigs	Fear of nuclear attack in the U.S. and Opening of communication channels	
Vietnam	Containment, Domino Theory, and Competition between economic and political systems	Prolonged conflict in Vietnam, Anti-government movements, and Failed exit-Vietnamization	
Red Scare	Fear of communism, Spy cases, Spreading Communism in Asia, Space race, and Changes in education	HUAC, McCarthyism, Loyalty programs, and Emphasis on math, science, and foreign languages	
<u>Stimulus Materials</u> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			



American History: Content Standard		9-12.AH.5.CC.B
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>	
MLS	Evaluate the responses of United States leaders to the challenges of global tensions.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign challenges resulting from the Cold War. Students will evaluate the impact of presidential responses to these challenges, specifically major changes in policy.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, comparing and contrasting the responses of Post-World War II presidents and foreign events to draw conclusions about their success. Assessment topics of the period could include the following: <ul style="list-style-type: none"><li>• Comparison of Cold War policies</li><li>• Determination of the effectiveness of responses to the challenges these decisions addressed</li><li>• Truman: Truman Doctrine, Marshall Plan, Korean War, Berlin Airlift, NATO, UN, Recognition of Israel</li><li>• Eisenhower: Brinkmanship, Domino Theory, Eisenhower Doctrine, New Look, massive retaliation</li><li>• Kennedy: Bay of Pigs, Cuban Missile Crisis, Berlin, early Vietnam</li><li>• Johnson: Vietnam Americanization of Vietnam conflict, Gulf of Tonkin, response to Prague Spring</li><li>• Nixon: End of Vietnam (Vietnamization, Paris Peace Accords), Détente, Realpolitik</li><li>• Ford: Helsinki Accords, Mayaguez Incident</li><li>• Carter: Camp David Accords, SALT II, Iran Hostage Crisis, Olympic Games boycott</li><li>• Reagan: Star Wars/SDI, Iran Contra</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did responses of leaders differ in response to Cold War tensions?</li><li>• How effective was the United States response to crises in the Middle East, Asia, and Europe?</li><li>• How were presidential reactions to Communism similar and different in the Cold War?</li><li>• Which of the following quotes best explains the reaction of ____ (leader) to the events described in the documents provided? How do you know?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.CC.C	
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.		
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>		
MLS	Trace changes in military strategies and technologies as a response to the challenges of the Cold War.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to summarize the significant changes in military strategy and new technologies over the course of the Cold War.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significant developments in military strategy and new technologies of the period including the following: <ul style="list-style-type: none"><li>• Make connections between military strategies and new technologies and the levels of tension between the United States and the Soviet Union during the Cold War.</li><li>• Summarize the cause-and-effect relationships between Cold War strategies as they developed over time.</li></ul> Students will be able to explain the significance of these developments to the context of the Cold War including the following: <ul style="list-style-type: none"><li>• Evolving Cold War policies</li><li>• Economic assistance-Truman doctrine, Marshall Plan</li><li>• International agreements-UN, NATO</li><li>• Brinkmanship</li><li>• Containment</li><li>• Mutual Assured Destruction</li><li>• Détente</li><li>• New technologies</li><li>• H-bomb and ICBMs</li><li>• Arms race</li><li>• Space race</li><li>• Nuclear submarines</li><li>• Star Wars/SDI</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did new polices and technology increase tensions during the Cold War?</li><li>• How did the U.S. policy of containment evolve during the Cold War? How was that evolution impacted by the development of new technologies?</li><li>• The events referenced in this timeline resulted in which of the following ____? Explain your answer.</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.5.CC.D
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>	
MLS	Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, political cartoons, and personal narratives, to identify the challenges women, African Americans, and other minorities faced in American society. Students will evaluate the methods used by various group to achieve their goals.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Students will determine the successes and failures of each movement based upon an investigation of key events and legislative and political accomplishments including forms of direct protest, civil disobedience, leaders/organizations, legal action and legislation.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Evaluate how successful women and other minority groups were in gaining equality?</li><li>• How did the Civil Rights Movement impact other groups’ movements?</li><li>• In the context of the passage provided, which group would be most likely to support ____ and why?</li><li>• To what extent did the events described in the document provided influence current policies towards ____ and why do you believe this to be true?</li></ul>
<b>Group and Challenges faced/origins</b>	<b>Methods/Key Events/Accomplishments</b>	
<b>Women</b> – Previously referenced events and leaders, struggle for suffrage, reproductive rights, workplace equality	Betty Friedan ( <i>The Feminine Mystique</i> ), National Organization for Women, Gloria Steinem, ERA, Supreme Court cases ( <i>Grissold v Connecticut</i> , <i>Phillips v. Martin Marietta Corp</i> , <i>Roe v. Wade</i> ) eras/waves of the feminist movement	
<b>African Americans</b> – Reconstruction amendments, Jim Crow laws, Supreme Court cases (Slaughterhouse cases, <i>Plessy v. Ferguson</i> , Civil Rights cases of 1883, <i>Missouri ex rel. Gaines v. Canada</i> ), previously referenced events and leaders	Desegregation of the military (Executive Order 9981), <i>Brown v. Board of Education</i> , Little Rock Nine, Montgomery Bus Boycotts, Rosa Parks, JoAnn Robinson, Southern Christian Leadership Conference, Martin Luther King, Jr., Civil Rights Act (1957), Student Non-Violent Coordinating Committee, Greensboro sit-ins, Diane Nash, James Meredith, March on Washington, Freedom Rides, Congress of Racial Equality, Medgar Evers, Civil Rights Act (1964), Freedom Democratic Party, Fannie Lou Hamer, 24th Amendment, Selma campaign, Freedom Summer, Voting Rights Act (1965), Stokely Carmichael, Malcolm X, Black Panthers, Poor People’s Campaign, <i>Loving v. Virginia</i> , redlining (including <i>Shelley v. Kraemer</i> ), Fair Housing Act	
<b>Chicanos</b> – Discrimination, poor working conditions, bracero program, zoot-suit riots, Operation Wetback	<i>Mendez v. Westminster</i> , <i>Hernandez v. Texas</i> , United Farm Workers, César Chávez, Dolores Huerta, Delano Grape Strike (including Filipino leadership and Larry Itliong).	
<b>Native Americans</b> – Discrimination, voting rights, cultural assimilation, Dawes Severalty Act, Snyder Act (1924), Meriam Report, 1934 Indian Reorganization Act	Voting Rights Act (1965), Indian Civil Rights Act (1968), American Indian Movement (AIM), Indian Self-Determination and Education Assistance Act, <i>Santa Clara Pueblo v. Martinez</i> , Red Power, Second Wounded Knee, Trail of Broken Treaties, Longest Walk	
<b>LGBTQ/Gay Rights</b> – Discrimination, stigma	Mattachine Society, Daughters of Bilitis, Stonewall Uprising, Harvey Milk, Frank Kameny, Barbara Gittings, March on Washington for Lesbian and Gay Rights, Barney Frank, Tammy Baldwin	
<b>Disability Rights</b> – Discrimination, lack of access, National Association for the Deaf, Social Security Act, National Institute for Mental Health	Civil Rights Act of 1964, Medicare/Medicaid, Fair Housing Act, Special Olympics, Rehabilitation Act (1973), Am. Coalition of Citizens w/ Disabilities, 504 Sit-in movement, <i>Brown v. Board of Education</i> , Individuals with Disabilities Education Act (IDEA)	
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.6.CC.A
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
Strand	<b>History: Continuity and Change (American History post c. 1870)</b>	
MLS	Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how the fall of the Soviet Union impacted the balance of power in the world and impacted America’s role with other nations. Students will determine how U.S. foreign policy changed because of shifting world power. <ul style="list-style-type: none"><li>• Fall of the Berlin Wall, Perestroika and Glasnost, Gorbachev and Reagan (“Tear Down This Wall”)</li><li>• Challenges and opportunities of being the lone superpower</li><li>• Causes and consequences of American engagement abroad</li><li>• Post-9/11 policies</li><li>• Middle East, Africa, Asia</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of the fall of the Soviet Union and its impact on American foreign relationships and foreign policy.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How has United States foreign policy shifted since the end of the Cold War?</li><li>• What is the most likely outcome of the events referenced in the document with regard to US Soviet Relations?</li><li>• How would this affect US foreign policy in the region? Explain your answer.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.6.CC.B
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to summarize the causes, and relationships between, twenty-first century conflicts. Students will explain how the U.S. government has responded to contemporary challenges with intervention and other actions. <ul style="list-style-type: none"><li>• Israel: ongoing peace process, Palestinian Liberation Organization</li><li>• War on Terror: ongoing efforts to curtail terrorism</li><li>• Iraq and Afghanistan: costs and benefits of U.S. involvement and withdrawal</li><li>• Syria: costs and benefits of U.S. involvement</li><li>• Libya: costs and benefits of U.S. involvement</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of twenty-first century conflicts, including the origins of these conflicts and the consequences of U.S. policies related to these events.  Make conclusions about the significance of individual events of the period: <ul style="list-style-type: none"><li>• War on Terror-foreign and domestic policies to curtail terrorism</li><li>• Direct U.S. involvement in Middle Eastern conflicts-Israel, Libya, Syria, Iraq, Afghanistan</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the Cold War policies impact governmental decisions in the 21st Century?</li><li>• Compare and contrast policies between response in Europe, Middle East, and Asia.</li><li>• How has the U.S. response to terrorism impacted Americans domestically?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.6.CC.C	
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.		
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate the responses of United States’ leaders to the challenges of global tensions.		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign and domestic challenges of this period. Students will evaluate the impact of presidential responses to these challenges, including both successes and failures of these policy decisions. <ul style="list-style-type: none"><li>• Bush Sr.: First Gulf War/Desert Storm</li><li>• Clinton: Rwanda, Kosovo</li><li>• Bush: War on Terror, invasion of Afghanistan and Iraq</li><li>• Obama: withdrawal from Iraq and Afghanistan, intervention in Libya and Syria, policies regarding Iran, Russia, and North Korea, response to the Arab Spring</li><li>• Trump’s policies: Russia, Middle East, Israel</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, comparing and contrasting the responses of modern era presidents to foreign events to draw conclusions about their success. Assessment topics of the period could include the following: <ul style="list-style-type: none"><li>• Comparison of actions by presidents related to specific regions/nations</li><li>• Evaluation of the success of specific treaties and other policies to conflict resolution</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Compare and contrast the responses of the modern Presidents to foreign crises.</li><li>• Rank presidents on effectiveness in addressing global tensions (Provide examples). Justify your answer.</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.6.CC.D	
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.		
Strand MLS	<b>History: Continuity and Change (American History post c. 1870)</b> Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of technological advancements (internet, global communications, cell phones, satellites) in distributing information. Students will summarize the impact of these advancements on the relationships between people, groups, and institutions. <ul style="list-style-type: none"><li>• Instant communication and news</li><li>• Challenges of digital literacy</li><li>• Telecommunication: work remotely</li><li>• Social media</li><li>• Overabundance of information</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of technology in the modern era to compare the ways individuals, groups, and institutions communicate as a result of these advancements.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How has mass communication changed the United States perception of the world?</li><li>• How has dissemination of information increased knowledge?</li><li>• How has dissemination of information hindered knowledge?</li><li>• How have changes in communication impacted businesses and advertising?</li><li>• How has the workplace changed due to new technology?</li><li>• How has new technology impacted politics and elections?</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

## Governmental Systems and Principles (American History post c. 1870)

American History: Content Standard		9-12.AH.2.GS.A
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances and the power of the central government.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the impact Reconstruction had on separation of powers, checks and balances, and the expansion of the powers of the federal government.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Analysis of major events of the Reconstruction period to determine their effect on the government processes, specifically in the following areas:<ul style="list-style-type: none"><li>○ Separation of powers: Congress vs. the president,</li><li>○ Checks and balances: impeachment</li><li>○ Expanding federal powers: states’ rights vs. the Union</li></ul></li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about how the principles of checks and balances impacted the changing roles and powers of the central government</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain how the three branches of government checked and balanced each other by giving examples through a chart.</li><li>• Based on the information in the text, what is the check and balance taking place and why? Explain your answer.</li><li>• Which of the following is an example of the long-term impact of the conflict between the president and congress?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.2.GS.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b> Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the effectiveness of the Civil War and Reconstruction amendments, major legislation, and court decisions. Students will need to identify how some aspects of life changed while others remained the same for those who were formerly enslaved.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Draw conclusions about the effectiveness of major legislation and judicial decisions of the Reconstruction period, specifically in the following areas:               <ul style="list-style-type: none"> <li>○ Rights of formerly enslaved – 13th, 14th, and 15th Amendments</li> <li>○ Freedmen’s Bureau</li> </ul> </li> <li>• Identify patterns of discriminatory practices, official and unofficial, used intentionally to restrict the rights and liberties of freedmen.               <ul style="list-style-type: none"> <li>○ Jim Crow laws and Black Codes (including disenfranchisement through poll tax, grandfather clause, and literacy tests)</li> <li>○ De jure and de facto segregation</li> <li>○ <i>Plessy v. Ferguson</i></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• What were the short-term impacts of the 13th-15th Amendments? What were the long-term impacts of the 13th through 15th Amendments?</li> <li>• Read the passage provided and answer the following question “how effective was the 13/14/15th amendment in addressing the issue of ____? Explain your answer using an example from the text.</li> <li>• Explain the general pattern of discriminatory practices as shown in the documents provided. What does this reveal about ____ and why do you think so?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.GS.C
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how political parties, interest groups, and political machines developed because of the age of industrialization. Students should understand that people, political parties, political machines, and interest groups influenced government policy during this period.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Differentiating between the purposes and goals of political parties, interest groups, and political machines (including the Populist party and agrarian movements such as the Grange)</li><li>• Describing the costs and benefits of political parties, interest groups, and political machines to connect these influences with specific government policies (include the effect of corruption in Gilded Age politics)</li><li>• Analyzing of primary and secondary source accounts of time period, in addition to analyzing maps, charts, and graphs to make inferences about the varying viewpoints of Americans on political parties, interest groups and political machines of the period</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How have the Democratic and Republican Parties changed over time? How have third parties impacted the United States?</li><li>• What is the legacy of the Populist Party?</li><li>• Analyze the costs and benefits of political machines in U.S. cities in the Gilded Age.</li><li>• Describe the causes and effects of the Pendleton Civil Service Act.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.GS.A
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to assess how political developments (Progressive Era reforms, imperialistic policies, interventionist/isolationist policies) and constitutional amendments (16 <sup>th</sup> through the 19th Amendments) changed the relationship between the government and the people in the United States (citizens and immigrants).		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, identifying the political changes and constitutional amendments that expanded the rights of the people within the United States. Draw conclusions about the impact of these developments based on information gathered from multiple sources. <ul style="list-style-type: none"><li>• Progressive Era reforms</li><li>• Constitutional amendments<ul style="list-style-type: none"><li>○ 17th Amendment</li><li>○ 19th Amendment</li></ul></li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How did Progressive Era amendments change the federal government’s power? How did it shift from power sharing from the state?</li><li>• How did the Progressive Party and the Populist Party create change?</li><li>• Read the document provided and explain how it impacted the relationship between the government and citizens/noncitizens.</li><li>• What might have been an intended/unintended outcome of the legislation described in the document below? Who would it impact the most and why?</li></ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.GS.B
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America's role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for "American normalcy". Additionally, "progressive" action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand MLS</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b> Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to describe the intended consequences and unintended consequences of reforms. Analysis of sources should include the motivations behind the need for reform and then pinpoint specific regulations that occurred as a result. Students should then summarize how these changes impacted society as a whole.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, demonstrating the cause-and-effect relationships between various reforms and the impact on individuals, groups, and society as a whole during this period.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Create a cause and effect chart showing the reform and its effect on the government.</li> <li>• How did the American people gain more rights during the Progressive Era?</li> <li>• What were the intended/unintended consequences of the legislation/decision/event described in the document below? Who would it impact the most and why?</li> </ul>
<b>Issue</b>	<b>Consequences (intended and unintended)</b>	
Working conditions	Safety reforms for child labor, working day, conditions, workers' comp, safety codes, scientific management	
Increased concentration of economic power in specific industries	Antitrust and monopoly legislation	
Preservation of resources	Creation of the National Park Service	
Consumer safety	FDA, Meat Inspection Act	
Lack of services from city governments	City councils, city managers, settlement houses	
Social issues	Temperance movement, 18th amendment, rise of organized crime, mandatory education, resurgence of radical groups	
Participation in government	Expansion of voter rights (17th, 19th amendments) initiative, referendum, recall	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.GS.C
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to analyze the changing social norms (traditional to modern) during the Progressive Era, World War I era, and the Roaring Twenties. Topics could include the New Woman, nativism, fundamentalism, and Scopes Trial. Students will investigate the conflicts that resulted in major political and social reforms as well as pushback from the more conservative sectors of society (fundamentalist, nativists, and pro-business groups.)		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, analyzing how changes in society in the early part of the 20 <sup>th</sup> century resulted in conflicts between various groups in society (traditional versus modern). Determine the costs and benefits of social change during this period. <ul style="list-style-type: none"><li>• Shifting social and political norms</li><li>• Mainstream push back: fundamentalism and nativism versus science</li><li>• Impact of World War I on society: soldiers returning home and their attitudes about life after surviving war</li><li>• The New Woman: changing roles and expectations of women in society</li><li>• Impact on minority groups</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did World War I change social norms in the first three decades of the 20th century? How did prior norms remain the same?</li><li>• How did young women challenge the “double standard” they faced in society?</li><li>• Compare the two images provided and then answer the following question: “what traditional norms are being challenged and how did this impact ____?” Explain your answer.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.GS.A
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze the relationships among the branches of government to explain conflicts and the changing power of each.	
<b>MLS</b>		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the relationships among the legislative, executive, and judicial branches of government during the time of the Great Depression and World War II. Students should be able to provide examples of how the powers of each branch changed over time.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the changing relationships among the branches of American government as a result of challenges from this period. Explain the impact of historic events on the changing powers of the branches of government. Draw conclusions about the impact of the following: <ul style="list-style-type: none"> <li>• Role of checks and balances, separation of powers, and judicial review as the different branches attempt to expand their influence on American government.</li> <li>• New Deal: Court Packing, separation of powers, Checks and balances. Judicial review of New Deal agencies. First 100 Days legislation.</li> <li>• World War II: Japanese internment camps, Executive Order 9066, Korematsu v. United States, judicial review. Use of executive Orders, FEPC, employment, production, checks and balances, judicial review. Rationing, limited government</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• In context of the Great Depression and World War II, how did the branches of government limit each other's power? How did each branch extend their power during this period?</li> <li>• What are the legacies of the Great Depression and World War II on the power of the federal government?</li> <li>• Look at the chart for New Deal Programs and answer the following questions: <ul style="list-style-type: none"> <li>○ How was the ____ an example of increasing power of the ____ branch? Explain your answer.</li> <li>○ Select one of the following ____ (events, programs, court cases, or pieces of legislation and explain how this shifted the relationship between the branches of government.</li> </ul> </li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.GS.B	
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.		
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals. I feel like this standard is very similar to the previous one.		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the expansion of the role of the federal government as a result of the New Deal and efforts to win World War II. Topics could include the following: <ul style="list-style-type: none"><li>• New Deal<ul style="list-style-type: none"><li>○ Increased regulation of the economy</li><li>○ Increased government involvement in direct aid and assistance at a federal, state, and local level</li></ul></li><li>• World War II<ul style="list-style-type: none"><li>○ Direct government control of the wartime economy</li><li>○ Regulation of the media and resources (rationing-food and materials)</li><li>○ Propaganda encouraging support of the war (Rosie the Riveter, Uncle Sam, war bond campaigns)</li><li>○ New defense agencies: War Production Board (WPB) and the Manhattan Project</li></ul></li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period to determine the degree to which New Deal and World War II programs altered the relationships among government, groups, and individuals. <ul style="list-style-type: none"><li>• Make observations about increased government involvement.</li><li>• Appraise the positive and negative impacts of government involvement in the economy.</li><li>• Draw conclusions about government propaganda and its effect on public opinion.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the power of the federal government increase during the Great Depression and World War II? What effects did this increase in power have on the United States?</li><li>• How did the government increase support for the war effort?</li><li>• How did the government impact business practices during the Great Depression? World War II?</li><li>• How did the ____ program established by ____ (New Deal program or WWII policy or practice) change the relationship between the ____ and ____ (government, group, and/or people) and what was the long-term impact? Explain your answer.</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.4.GS.C
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand MLS</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b> Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply those concepts to the period of the New Deal and World War II.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, applying principles of government to events of the New Deal and World War II to determine their lasting impact on American government. Students should be able to draw conclusions about the impact of the following: <ul style="list-style-type: none"> <li>• Role of checks and balances and the separation of powers in maintaining limited government</li> <li>• Judicial review on the constitutionality of government actions and legislation</li> <li>• New Deal: Court Packing, separation of powers, Checks and balances. Judicial review of New Deal agencies. Conservative and liberal criticism of New Deal programs, limited government.</li> <li>• World War II: Japanese internment camps, Executive Order 9066, Korematsu v. United States, judicial review. Use of executive Orders, FEPC, employment, production, checks and balances, judicial review. Rationing, limited government.</li> </ul>		<ul style="list-style-type: none"> <li>• What can you infer about ____ from the information in ____?</li> <li>• What evidence supports the statement that the Great Depression and World War II gave the federal government more control?</li> <li>• Using the document provided, what do you believe to be the long-term impact of ____ on the concept of ____ and why is this important to you today? Explain your answer.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.5.GS.A
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	
<b><u>Expectation Unwrapped</u></b> With stimulus, students should explain the significance of treaties, agreements, and international organizations of the period, including, but not limited to the following: <ul style="list-style-type: none"><li>• Treaties<ul style="list-style-type: none"><li>○ UN Charter (including the Universal Declaration of Human Rights)</li><li>○ SALT treaties</li><li>○ Paris Peace Accords (Vietnam)</li><li>○ Camp David Accords</li><li>○ Intermediate-Range Nuclear Forces Treaty</li></ul></li><li>• Agreements<ul style="list-style-type: none"><li>○ Trade agreements- General Agreement on Tariffs and Trade, Canada-U.S. Free Trade Agreement</li><li>○ Korean armistice</li><li>○ Geneva Conventions</li></ul></li><li>• International organizations: United Nations, NATO</li><li>• International boycotts/sanctions: Cuba. 1980s Olympics, and South Africa</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of international organizations, agreements, and treaties to address the challenges of the Cold War. <ul style="list-style-type: none"><li>• Evaluate the impacts of these developments on international order.</li><li>• Place events from this period into context and identify the cause-and-effect relationships between events.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the United States use diplomacy to deal with challenges both nationally and internationally?</li><li>• What conclusion can you draw about the impact of ____ based on the document/s provided? Explain your answer.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.GS.B
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Determine the lasting impact of shifting interpretations of governmental and Constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply them to the period of the Cold War.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, explaining the changing relationships between the branches of American government as a result of challenges from this period. Draw conclusions about the impact of: <ul style="list-style-type: none"><li>• role of checks and balances, separation of powers, and judicial review</li><li>• the different branches attempt to expand their influence on American government.</li></ul>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Principle</b>	<b>Example</b>	<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Explain how the government’s interpretation of the Constitution created change in regards to civil liberties.</li><li>• What impact did expansion of presidential powers have on trust by the people with the exposure of Watergate and the Pentagon Papers?</li><li>• According to the information provided, what is the most likely impact of ____ (event, legislation, court case, etc.) on ____ (relationship)?</li></ul>
Separation of Powers	War Powers Act, Gulf of Tonkin Resolution, executive order, presidential pardons	
Checks and Balances	Congressional investigations, Supreme Court challenges	
Rule of Law	Watergate, Pentagon Papers (U.S. v Nixon)	
Judicial Review	New York Times v. Nixon, Roe v. Wade, Mendez v. Westminster School District, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, Escobedo v. Illinois, Tinker v. Des Moines, Hernandez v. State of Texas Hazelwood School District v. Kuhlmeier, Shelley v. Kraemer	
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.GS.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the effectiveness of major civil rights legislation and Supreme Court cases that helped to advance the goals of equal rights movements. Students will need to identify how aspects of life changed because of political reform.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, evaluating the significance of legislation and Supreme Court cases that are related to equal rights movements. Investigate the significance of individual developments to the larger context of these movements. <ul style="list-style-type: none"> <li>• Civil Rights Acts of 1964 and 1968</li> <li>• Voting Rights Act 1965, 24th Amendment</li> <li>• <i>Brown v. Board of Education</i></li> <li>• Equal Rights Amendment</li> <li>• <i>Roe v. Wade</i></li> <li>• <i>Hernandez v. Texas</i></li> <li>• <i>Loving v. Virginia</i></li> <li>• <i>Shelley v. Kraemer</i></li> <li>• Indian Civil Rights Act of 1968</li> <li>• Fair Housing Act</li> <li>• Individuals with Disabilities Act</li> <li>• Civil Liberties cases</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How effective were important court cases in guaranteeing Civil Rights to all groups of people?</li> <li>• How did the Congress support civil rights during this era? Were these laws effective in bringing equality? Explain.</li> <li>• Which group of people was most impacted by the ____ as described in the document provided? Explain your answer.</li> <li>• Using the document(s) provided, which of the following options would supporters of Civil Rights legislation would most likely support? Explain who would benefit the most and why?</li> <li>• Why might supports of ____ criticize the proposed legislation of ____ as described in the document provided? Explain your answer.</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.GS.D
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand	<b>Governmental Systems and Principles (American History post c. 1870)</b>	
MLS	Analyze the motivations for and results of changing concepts of the federal government in post c. 1870.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the relationships between the federal government, states, and individuals in America after the Civil War. Students should be able to provide examples of how the role of the federal government has changed over time in relation to federalism and its perceived responsibility for the welfare of citizens.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the trends of changing federal government roles within American society. <ul style="list-style-type: none"><li>• Revenue sharing and block grants</li><li>• Evolution of social welfare programs</li><li>• Role of special interest groups</li></ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Create a cause and effect chart to show changes and effects. Explain the lasting effects of these governmental changes to lasting policies.</li><li>• How did the Great Society change the role of the federal government in Americans’ lives?</li><li>• Using the document provided, how and why might the introduction of social security (or any other program) have changed the way people viewed the role of the government?</li></ul>

American History: Content Standard		9-12.AH.6.GS.A	
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.		
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.		
<u>Expectation Unwrapped</u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify significant organizations, groups, agreements, and treaties of the modern era. Students will investigate the evolution of efforts to maintain international order to determine change and continuity over time and measure their effectiveness.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, explaining the significance of efforts to promote cooperation and international order and Identifying how the actions of these groups attempted to address the challenges of the modern era. <ul style="list-style-type: none"><li>Groups/organizations: United Nations, NATO, World Health Organization, Olympics, World Trade Organization, World Bank, International Monetary Fund, World Trade Organization,</li><li>Agreements/treaties: Iran nuclear agreement, NAFTA and other trade treaties, START treaties, G20, World Trade Organization, Paris environmental agreement, Trans-Pacific Partnership</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Rate the effectiveness of the following organization in maintaining order and cooperation _____. Explain why you ranked it as you did.</li><li>Using the chart provided, identify which of the agreements/treaties was the most effective in promoting international order. Explain your answer.</li><li>What is the role of the _____ as explained in the document provided, and how effective is it in that role given the information provided?</li></ul>	
<u>Stimulus Materials</u> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.6.GS.B	
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.		
Strand MLS	<b>Governmental Systems and Principles (American History post c. 1870)</b> Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.		
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply them to modern America.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, applying principles of government to events of modern America and predicting their impact on American history. Students should be able to draw conclusions about the impact of the following: <ul style="list-style-type: none"><li>• Role of checks and balances and the separation of powers in maintaining limited government</li><li>• Judicial review on the constitutionality of government actions and legislation</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How has the power of the government changed in the last part of the 20th century, early part of the 21st century?</li><li>• What were the impacts of the following event on United States checks and balances?</li><li>• How has the power of the executive branch change in the late 20th century?</li></ul>	
Separation of Powers	Discuss the separate roles of the branches of government in regards to current events		
Checks and balances	Impeachment of Clinton, confirmation hearings, impeachments of Trump, questioning of Hillary Clinton, campaign finance reform, use of executive orders		
Rule of Law	Patriot Act		
Judicial Review	Affirmative action, <i>Bush v. Gore</i> , <i>Snyder v. Phelps</i> (Westboro Baptist)		
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.6.GS.C
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the evolution of political parties (including fringe and minority parties) and interest groups in the modern era. Students will critique the role that political parties and interest groups have played in influencing government decisions and policies in this period.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: Differentiating between the purposes and goals of political parties and interest groups <ul style="list-style-type: none"> <li>• Describing the costs and benefits of political parties and interest groups to connect these influences with specific government policies</li> <li>• Analyzing primary and secondary source accounts of the time period, in addition to analyzing maps, charts, and graphs, to make inferences about the varying viewpoints of Americans on political parties and interest groups of the period</li> <li>• Major political parties: competition between Republicans and Democrats</li> <li>• Interest groups-unions, corporations, single-interest parties (NRA, NAACP, Sierra Club, U.S. Chamber of Commerce)</li> <li>• Minority parties – Green Party, Libertarian Party, Constitutional Party</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How have new political parties and interest groups changed the way the government determines policy? What effect has the Green Party had on the government?</li> <li>• How have interest groups impacted government policy since the 1990s?</li> <li>• Research an interest group in an area that appeals to you. Trace the development and impact of that group in achieving its goals.</li> </ul>

## Geographical Study (American History post c. 1870)

American History: Content Standard		9-12.AH.2.G.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>Geographical Study (American History post c. 1870)</b> Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to move from rural to urban areas. This study will enable students to categorize the costs and benefits of migration on people and places.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>Description of the following:               <ul style="list-style-type: none"> <li>Push factors: mechanization on farms, lack of economic opportunities in rural areas, racism/discrimination in South</li> <li>Pull factors: increase of jobs in cities, entertainment/culture, affordable</li> </ul> </li> <li>Description of outcomes of migrations on cities</li> <li>Living conditions of people living in crowded cities</li> <li>Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to draw conclusions about relevant patterns of internal migrations of the period</li> </ul>		<ul style="list-style-type: none"> <li>What caused people to migrate during the time of the Industrial Revolution?</li> <li>What impact did urbanization have on the United States during this period?</li> <li>Analyze the short term and long-term outcomes of the Industrial Revolution on internal migrations and urbanization.</li> <li>Who benefits and who loses as a result of industrialization?</li> </ul>
<b>Stimulus Materials</b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.2.G.B
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Geographical Study (American History post c. 1870)</b> Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources, and on the environment.	
<b><u>Expectation Unwrapped</u></b> The student will evaluate primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to identify the effects of westward expansion on the economy (production, distribution, and allocation of resources), and its impact on the environment. Students should be able to identify how people adapted to and altered the environment of the West.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>Evaluation of how production, distribution, and allocation of resources was impacted by the following groups in relation to westward expansion:<ul style="list-style-type: none"><li>Mining: gold and silver</li><li>Farming: crops and new technology (dry farming)</li><li>Ranchers: cattle kingdom and new technology</li><li>Railroads</li><li>Immigration and migration</li><li>Homestead Act</li></ul></li><li>Cause-and-effect relationships between these industries and the environment</li><li>Evaluation of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>How did the transcontinental railroad change American expansion?</li><li>How did the completion of the Transcontinental Railroad unify America?</li><li>Explain the rise and fall of cattle ranching on the Great Plains, including its impact on the environment.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.G.A
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand	<b>Geographical Study (American History post c. 1870)</b>	
MLS	Describe how the expansion of transportation and technological developments influenced acquisition of new territories.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the relationship between transportation and technological developments and overseas expansion.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the cause-and-effect relationship between transportation and technology and overseas expansion including the following: <ul style="list-style-type: none"><li>• Use of maps, graphs, primary documents, and charts to draw conclusions about the impact of transportation and technology on the acquisition of new territory.</li><li>• Topics could include the Panama Canal, steam-powered ships (Great White Fleet), military advances (weapons), and railroads</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did transportation allow the United States to expand westward?</li><li>• How did transportation allow the United States to expand overseas?</li><li>• What effect did United States expansion have on indigenous populations?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.G.A
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
Strand MLS	<b>Geographical Study (American History post c. 1870)</b> Describe the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction, and the Dust Bowl.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the cause-and-effect relationships between environmental decisions and their impacts on different regions of the United States.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, describing cause-and-effect relationships from environmental decisions of the period including the following: <ul style="list-style-type: none"><li>• Evaluating the success of certain environmental decisions</li><li>• Evaluating the success of certain conservation movements</li><li>• Analyzing the lasting impact of environmental decisions on the United States</li></ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain how overuse and abuse of the land created the need for solutions to solve the problems. How effective were these solutions in addressing the land usage problems of the Great Depression?</li><li>• How did the farming practices of World War I lead to the Dust Bowl?</li></ul>		
<b>Environmental Decision</b>	<b>Consequences</b>	
Dry Farming	<ul style="list-style-type: none"><li>• Increase food production for World War I: led to destruction of land, allowed for the Dust Bowl</li><li>• People migrated away from western plains (Okies)</li></ul>	
Conservation Movements	<ul style="list-style-type: none"><li>• Restoration of western lands: Soil Conservation and Domestic Allotment Act, Soil Erosion Service, CCC</li><li>• AAA</li></ul>	
Dams	<ul style="list-style-type: none"><li>• TVA: electrification of the South</li><li>• PWA: Hoover Dam</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.G.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Geographical Study (American History post c. 1870)</b> Analyze the geography of the European and Pacific theaters of WWII to compare war efforts and strategies.	
<b>MLS</b>		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the relationship between geography and military strategies (movement of troops, priorities, methods of attack/planning, effect on soldiers).		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, comparing and contrasting the strategies and experiences in fighting in the European and Pacific theaters. Items could include the following: <ul style="list-style-type: none"> <li>• Comparison of maps to draw conclusions about strategies based on geography</li> <li>• Comparison of personal accounts from various battles in Europe and the Pacific</li> </ul> <b><u>Pacific Theater</u></b> <ul style="list-style-type: none"> <li>• Island hopping-strategic importance of specific islands</li> <li>• Importance of location of naval fleets</li> <li>• Geographic challenges of fighting on the Pacific islands</li> </ul> <b><u>European Theater</u></b> <ul style="list-style-type: none"> <li>• Submarine warfare: Battle of the Atlantic</li> <li>• Motivations behind specific campaigns (Northern Africa, Italy, D-Day)</li> <li>• Geographic challenges of fighting in Africa and Europe</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Compare and contrast the tactics used in the European theater and the Pacific Theater.</li> <li>• How effective were these strategies initially? Over time?</li> <li>• How did geography impact battle strategy in the Pacific and Europe?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.G.A
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Geographical Study (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the causes and consequences of demographic shifts and internal migrations.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain what led people to move from rural to urban and suburban areas. This study will enable students to categorize the costs and benefits of migration on people and places. Topics should include: <ul style="list-style-type: none"> <li>• Growth of suburbs               <ul style="list-style-type: none"> <li>○ Causes: GI Bill, end of war and peacetime economy, baby boom, consumerism, American dream, interstate highway system</li> <li>○ Effects: urban decay, increased infrastructure, urban sprawl, limitations on minorities (address redlining), impact on culture, environmental impact including agriculture</li> </ul> </li> <li>• Movement south and west               <ul style="list-style-type: none"> <li>○ Causes: movement to the Sunbelt due to industry and climate</li> <li>○ Effects: declining economy of the Northeast and Midwest Industry (Rustbelt)</li> </ul> </li> <li>• Aging population               <ul style="list-style-type: none"> <li>○ Causes: high immigration, increased fertility, decreased infant mortality</li> <li>○ Effects: growing need for health care, political impact, economic impact</li> </ul> </li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Description of the growth of suburbs and movement south and west</li> <li>• Description of outcomes of migrations away from cities to suburbs and between regions</li> <li>• Description of the role of transportation and technology in the movement of people</li> <li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to draw conclusions about relevant patterns of internal migrations of the period</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What effect did migration have on former powerhouse areas of the United States?</li> <li>• How is the migration of people a continuation of searching for the American dream?</li> <li>• How were different groups excluded from this migration?</li> <li>• Were suburbs good for America? Explain.</li> <li>• How did the increasing aging population impact America during this era?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.G.B	
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.		
Strand	<b>Geographical Study (American History post c. 1870)</b>		
MLS	Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the importance of places significant to events of the Cold War period. Students will distinguish between the physical and human characteristics to explain their relevance to Cold War conflicts.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of places to the events of the Cold War. Explain how human and physical characteristics of these places influenced the outcome of the events of this period. Topics may include the following: <ul style="list-style-type: none"><li>• Cuba: proximity to the United States</li><li>• Korea: perceived as a bulwark against communism in Asia</li><li>• Vietnam: challenges of fighting within a civil war- challenges of guerrilla warfare perceived as a bulwark against communism in Asia</li><li>• Suez: access to transportation and trade routes</li><li>• Berlin: enclave of democracy in Eastern Europe</li><li>• China: proximity to Korea and Vietnam, population</li><li>• Western Europe: cultural and political allies against communism</li><li>• Middle East: Iran, Iraq, Iran Contra Hearings</li></ul> Use maps, graphs, and charts to make inferences about how Cold War events were affected by the unique human and physical characteristics of places such as Cuba, Korea, Vietnam, Suez, Berlin, China, and Western Europe.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the location of different countries/regions determine United States policy of intervention during the Cold War? How did detente change this policy?</li><li>• Did geographic location impact American policy during the Cold War? Why or why not?</li></ul>	
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			

American History: Content Standard		9-12.AH.6.G.A
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Geographical Study (American History post c. 1870)</b>	
<b>MLS</b>	Analyze physical geography to understand the availability and movement of resources in this era.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the relationship between the geographical characteristics of places and the movement of resources. Students will use sources to make inferences about how these characteristics make places significant and explain how and why products are traded. Students will make connections between resource supply and demand and increasing world trade.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of physical geography and location on the availability of resources: <ul style="list-style-type: none"> <li>• Availability of food and specific products in specific places</li> <li>• Competition for scarce resources               <ul style="list-style-type: none"> <li>○ Energy resources</li> <li>○ Rare earth metals used in technology</li> <li>○ Nonrenewable resources and renewable resources</li> </ul> </li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What policies has the United States changed to address concerns about nonrenewable resources in the modern world?</li> <li>• How has the need for natural resources impacted American foreign and domestic policy?</li> </ul>

American History: Content Standard		9-12.AH.6.G.B
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Geographical Study (American History post c. 1870)</b> Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.	
<b>MLS</b>		
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological and scientific advancements of the modern era impacted communication, transportation, production, and increasing global interaction.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of technological and scientific developments on increasing global interaction. Content may include advancements in instant communication, more-efficient transportation, and automated production. <ul style="list-style-type: none"> <li>• Communication: internet, cell phones, social media, 24-hour news, satellite communication</li> <li>• Transportation: improved ocean-going vessels, hybrid and electric vehicles, drones</li> <li>• Production: robotic production, high-tech advancements (3D printing, green technologies)</li> <li>• Space Exploration</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What can you infer about technological and scientific advancements upon global interactions?</li> <li>• How has technology impacted global communications?</li> </ul>



## Economic Concepts (American History post c. 1870)

American History: Content Standard		9-12.AH.2.EC.A
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate how the goals of Reconstruction impacted the economic recovery of the North and the South. Students should be able to explain to what extent the North and the South actually recovered from the war (economy, infrastructure, and individuals).		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Compare and contrast economic trends of the Reconstruction period, specifically in the following areas:<ul style="list-style-type: none"><li>○ Physical building and rebuilding</li><li>○ North: industrialization</li><li>○ South: sharecropping, “new” South attempt to industrialize, Freedman’s Bureau, peonage, vagrancy laws</li><li>○ Increased role of the federal government in the economy – tariffs, National Banking System, Homestead Act, Transcontinental Railroad</li><li>○ Analyze of primary and secondary source accounts of the period, in addition to analyzing maps, charts, and graphs, to make assess the extent of economic recovery in the nation during the period of Reconstruction. Students should be able to compare the different regions and distinguish differences between them.</li></ul></li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How effective was the recovery under Reconstruction in the South?</li><li>• How did Reconstruction impact the North? The West?</li><li>• Explain economic development in regions of the U.S. during Reconstruction and compare the role of the U.S. government in each region’s development.</li></ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.EC.B
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.	
<b><u>Expectation Unwrapped</u></b> The student will evaluate primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how the growth of industry (factories, mass production, and labor), transportation (railroads), and technology (steel–Bessemer Process) influenced different regions. Students should be able to explain how these developments created regionalization and, at the same time, interdependence.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Explain how the following developments impacted regions:<ul style="list-style-type: none"><li>○ Factors of production</li><li>○ Technology developments, including transportation</li><li>○ Regional specialization: farming, ranching, industry, banking, mining</li><li>○ Urban vs. Rural</li></ul></li><li>• Analyze maps, charts, and graphs to make inferences about regional developments and trends.</li><li>• Analyze primary and secondary source accounts of the period.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• In the context of industrialization, how did transportation and technological developments impact different regions?</li><li>• How did technology impact the rise and fall of the open or long range cattle drive in Missouri?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.EC.C
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Apply the concepts of natural resources, capital, labor, investment, profit, and <i>laissez-faire</i> policies to explain the growth of American industry.	
<b><u>Expectation Unwrapped</u></b> Students will first define the concepts of natural resources, capital, labor, investment, profit, and laissez-faire. Students will use this knowledge to draw conclusions about the role of these concepts in a market economy. The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to draw conclusions about the impact of these concepts on American economic growth of the industrial period. Students should be able to explain the significance of entrepreneurs, inventions, and innovations.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Description of cause-and-effect relationships – impact of specific economic concepts</li><li>• Develop a logical argument about the significance of specific economic concepts (natural resources, capital, labor, investment, profit, and laissez-faire policies)</li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs</li><li>• Inferences about the purposes, challenges, economic incentives, and expansion trends of the time period</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did government support of capitalism spur industrialization?</li><li>• What resources were needed for the growth of American industry?</li><li>• How did the expansion of national and international markets impact American industry in this era?</li><li>• How did mass immigration impact industrial growth in the Gilded Age?</li><li>• How did labor conditions in the Gilded Age allow for industrial growth?</li><li>• How did Supreme Court’s interpretation of the 14th Amendment in the Gilded Age contribute to the growth of industrialization?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.EC.D
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>Economic Concepts (American History post c. 1870)</b> Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.	
<b>Expectation Unwrapped</b> The student will evaluate primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to discuss how labor unions, big business, and government policy participate in the economy. The student will explain the relationship between big business, labor unions, and government in addition to government's influence on society and public policy.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>Explain the goals and purposes of the following groups:               <ul style="list-style-type: none"> <li>Big business Monopolies, trusts, corporations - include strategies such as vertical integration and horizontal consolidation</li> <li>Labor unions: unify workers' push for higher wages, and better working conditions. Include efforts at national unions (Knights of Labor, American Federation of Labor, American Railway Union, International Workers of the World)</li> <li>Government policy: stimulate economic growth, protect American businesses (tariffs), early efforts at business regulation (Commerce Act, Sherman Antitrust Act)</li> </ul> </li> <li>Describe how the efforts of the above-mentioned groups and policies affected the individual (urban workers).</li> <li>Analyze primary and secondary source accounts of the period, in addition to analyzing maps, charts, and graphs, to make inferences about the interconnectedness of individuals, groups, and government practices and policies.</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>How do different groups concerns about the economy affect the government's decisions?</li> <li>How do government's decisions affect different groups in regards to economics?</li> <li>Compare the goals of early labor unions and their success in meeting those goals.</li> <li>Compare the different strategies unions used to win workers' rights, including differences in organization/membership and tactics.</li> <li>What was the impact of monopolies on different groups in the Gilded Age, such as urban workers, farmers, immigrants?</li> </ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.EC.A
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand	<b>Economic Concepts (American History post c. 1870)</b>	
MLS	Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the progression of America’s increasing connection to other countries through global trade. Students should recognize the shift in American political decisions made as a result of protecting the country’s political and economic interests.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including the following: <ul style="list-style-type: none"><li>• Spheres of Influence: Open Door</li><li>• World War I: trade with nations involved in World War I</li><li>• Growing isolationist policies</li><li>• Dawes Plan, tariffs, Neutrality Acts</li><li>• Lend-Lease Act</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain how the United States shifted back and forth from policies of isolationism to interventionism.</li><li>• What domestic factors motivated these shifts?</li><li>• What global factors motivated these shifts?</li><li>• How did these shifts impact trade?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.EC.B
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to explain the costs and benefits of imperialism.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the benefits and drawbacks of imperialism. Students must be able to define and apply the economic concepts of natural resources, markets, supply and demand, labor, and capital as they relate to the age of imperialism. Students need to recognize that economic decisions had political consequences (Panama, Hawaii, Philippines, proximity to markets and resources).		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, evaluating the arguments of proponents and opponents of imperialism with regard to the economy. <ul style="list-style-type: none"><li>• Natural resources: access to resources not available in America (sugar, rubber)</li><li>• Markets: access to markets to sell American goods</li><li>• Supply and Demand: impact of scarcity and abundance on prices</li><li>• Labor: impact of Imperialism on domestic and foreign workers</li><li>• Capital: money and foreign investments</li></ul>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How did imperialism affect the economy of the United States?</li><li>• How did World War I affect the United States economy?</li><li>• Develop a case study of American Imperialism in Asia, Africa or South America: To what degree were economics pivotal in that story?</li><li>• What argument exist which support the benefits of imperialism? How are those arguments refuted?</li></ul>

American History: Content Standard		9-12.AH.3.EC.C
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Trace the changing relationship between government and business through economic regulation and deregulation.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the changing relationship between the laissez faire government and big business. Students should identify the reasons for economic reform and then pinpoint specific regulations that occurred as a result. Students should then summarize how these changes impacted the relationship between government and big business.		<b><u>DOK Ceiling – 3</u></b>  <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including the following: <ul style="list-style-type: none"><li>• Events leading to change<ul style="list-style-type: none"><li>○ Triangle Shirtwaist Factory</li><li>○ Muckrakers (Upton Sinclair’s <i>The Jungle</i>, Jacob Riis’s <i>How the Other Half Lives</i>, Ida Tarbell’s <i>The History of Standard Oil Company</i>, Lincoln Steffens’ <i>Shame of the Cities</i>)</li></ul></li><li>• Reform<ul style="list-style-type: none"><li>○ Wisconsin Idea</li><li>○ Pendleton Act–Civil service</li><li>○ Sherman Antitrust</li><li>○ Clayton Antitrust Act</li><li>○ Interstate Commerce Commission (ICC)</li><li>○ Food and Drug Administration (FDA)</li><li>○ Income tax</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Compare and contrast government response to the economy during the Progressive Era and the 1920s.</li><li>• How did the government’s policies toward businesses change during the 1920s? What caused those changes? What impeded those changes?</li><li>• Who benefited from those changes?</li><li>• Who was negatively impacted by those changes?</li><li>• In the 21<sup>st</sup> century, how do these 20<sup>th</sup> century regulations function or not function effectively?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.EC.A
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define the following concepts and apply them to the causes of the Great Depression: <ul style="list-style-type: none"><li>• Innovation: increased mechanization leads to unemployment</li><li>• Supply and demand: overproduction of goods leads to surpluses, deflation, and unemployment</li><li>• Barriers to trade: tariffs on foreign imports leads to decreased world trade</li><li>• Labor: increased unemployment, lost gains made during Progressive Era and World War I</li><li>• Business cycle: recessions and depression were a normal part of American economics</li><li>• Credit: consumer practices (debt, buying stock on margin, over speculation, banking practices)</li><li>• Wage gap: average worker lived in poverty, Economic effects on minorities and women</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, applying the major economic concepts of the period, including the following: <ul style="list-style-type: none"><li>• Description of cause-and-effect relationships–impact of specific economic concepts</li><li>• Development a logical argument about the significance of specific economic concepts (innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap)</li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about the interrelation of individual economic practices and their effect on the national economy as a whole</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What practices by both individuals and governments led to a worldwide depression?</li><li>• What were the causes and effects of the Great Depression on the United States?</li><li>• How did consumer-spending practices (including stocks) lead to the Great Depression?</li><li>• How did the economic decisions of business leaders contribute to the Great Depression?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.4.EC.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand MLS</b>	<b>Economic Concepts (American History post c. 1870)</b> Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the intended and unintended consequences that resulted from government policies with regard to the economy during the Great Depression and World War II. Topics could include consequences of the following: <ul style="list-style-type: none"> <li>Great Depression: RFC, Bonus Army, AAA, FDIC, SEC, SSA, job programs (WPA, PWA, CCC)</li> <li>World War II: WPB, rationing, war bonds, IMF</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How did the policies of Hoover and FDR differ in their response to the Great Depression?</li> <li>How did the government policies impact employment in the Great Depression and World War II?</li> </ul>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of government policies on increasing economic prosperity, including the following: <ul style="list-style-type: none"> <li>Make observations about increased government involvement.</li> <li>Appraise the positive and negative impact of government involvement in the economy.</li> <li>Draw conclusions about government fundraising and its effect on public opinion.</li> </ul>		
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.EC.A
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Economic Concepts (American History post c. 1870)</b>	
<b>MLS</b>	Trace the developing complexities of the American economy in the second half of the twentieth century.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the new economic trends created in postwar America and the Cold War. Items can include, but not limited to, the following: <ul style="list-style-type: none"> <li>• Consumerism               <ul style="list-style-type: none"> <li>○ Advertising, “Keeping up with the Joneses”, new products and innovation, cars, status symbols</li> </ul> </li> <li>• Growth of service industries</li> <li>• Outsourcing – international trade</li> <li>• Defense spending – military-industrial complex and arms race</li> <li>• Effects on minorities – denial of loans, redlining</li> <li>• Movement to sunbelt and declining Rustbelt</li> <li>• Service economy</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining how American economic policies became increasingly complex over the second half of the 20th century. <ul style="list-style-type: none"> <li>• Investigate changing habits of individual consumers.</li> <li>• Draw conclusions about changing business practices and their impact on the growth of industry and international trade.</li> <li>• Make connections between increased government defense spending and its impact on the American economy.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did the growing economy impact the manufacturing and service sectors?</li> <li>• Who benefitted from these changes and who was excluded or harmed by the changes?</li> <li>• How did the Cold War impact the American economy?</li> <li>• Compare and contrast the global economic and the domestic economic changes in this era.</li> <li>• Create a data visualization to illustrate one of these developments.</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.EC.B
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand	<b>Economic Concepts (American History post c. 1870)</b>	
MLS	Compare the role of government in various economic systems to explain competing world views.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define and contrast the role of government in market (capitalist) and command (communist) economies. Students will make inferences regarding goals and actions of competing economic systems to explain the Cold War competition of the U.S. and USSR. <ul style="list-style-type: none"><li>• Market economic systems (capitalism): limited government control; in theory, values competition and the role of the market to make decisions regarding supply and demand</li><li>• Command economic systems (communism): significant government control of means of production; connected with authoritarian governments; in theory, values the protection and equality of members of society</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, summarizing the significance of economic competition to the tensions of the Cold War and distinguishing characteristics unique to command and market economies.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain the differences between capitalism, socialism and communism in the post-World War II era?</li><li>• Was the Cold War an inevitable conflict due to the differences between capitalism and communism?</li><li>• Create a visual product, which illustrates an identified comparison.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.EC.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Economic Concepts (American History post c. 1870)</b>	
<b>MLS</b>	Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on government efforts to improve individual and societal conditions.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, evaluating the significance of government policies that attempted to improve individual and societal conditions in this period. Students will investigate the significance of individual presidential programs and reform legislation to determine the effects of these developments on society. Topics should include the following: <ul style="list-style-type: none"> <li>• Great Society</li> <li>• Environmental concerns</li> <li>• Deregulation</li> <li>• Truman: Fair Deal</li> <li>• Johnson: Great Society-Medicaid and Medicare, Department of Education, HUD, civil rights acts, education acts (eventually amended with Title IX)</li> <li>• Ford: WHIP program</li> <li>• Nixon: Revenue Sharing</li> <li>• Carter: environmental policies (automobile regulation, deregulation of energy prices, new energy sources)</li> <li>• Reagan: Deregulation, Tax cuts and Reagonomics</li> <li>• Environmental legislation: Clean Water and Clean Air Acts</li> <li>• Affirmative Action</li> <li>• Labor Unions/Worker rights: Taft Hartley Act, Landrum–Griffin Act, Equal Pay Act, OSHA</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Create a cause and effect chart showing a government policy and its effects on individual and societal conditions.</li> <li>• Did government policy improve economic conditions in the 1970s?</li> <li>• Did working conditions improve due to government policy during this era?</li> <li>• Who benefits from this policy?</li> <li>• Why is negatively impacted by the policy?</li> <li>• Using a 21<sup>st</sup> century lens, to what degree was this policy a success?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.6.EC.A
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
Strand MLS	<b>Economic Concepts (American History post c. 1870)</b> Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define the following concepts and apply them to modern era: <ul style="list-style-type: none"><li>• Innovation: increased mechanization and increase in technology leads to different industries and employment opportunities. New technologies make old industries obsolete.</li><li>• Supply and demand: increased global interdependence, housing bubble, abundance of cheap goods</li><li>• Barriers to trade: trend of reduced barriers to trade (NAFTA), human rights violations</li><li>• Labor: outsourcing, changing modes of labor, new industries</li><li>• Business cycle: Recessions continue to be a normal part of American economics. The Federal Reserve works to manage the economy.</li><li>• Credit: consumer practices (debt, student loans, mortgage crisis)</li><li>• Security challenges: balance of individual liberties and national security, post-9/11 world</li><li>• Unequal benefits of the new economy, Occupy Wall Street movement</li><li>• Recessions: early 1990s, 2008</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, applying the major economic concepts of the period including the following: <ul style="list-style-type: none"><li>• Description of cause-and-effect relationships – impact of specific economic concepts</li><li>• Development of a logical argument about the significance of specific economic concepts (innovation, supply and demand, international trade, labor, business cycle, credit, and economic and political challenges)</li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to make inferences about the interrelation between national economic policies and business practices and their effect on individuals in society</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Answer with evidence the claim “The US is becoming more interdependent globally at the turn of 21st century.”</li><li>• How has global interdependence impacted the average American?</li><li>• Create a visual representation(s) which illustrates the relationship among these concepts: innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

## People, Groups, and Cultures (American History post c. 1870)

American History: Content Standard		9-12.AH.2.PC.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze patterns of immigration to determine their effects on economic, cultural, and political development.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States (urban centers and rural areas). This investigation will enable students to categorize the economic, cultural, and political effects of immigration. Students should understand not only the positive results of immigration, but also the negative response to the influx of immigrants (nativism, “new” versus “old” immigrants, Chinese Exclusion Act, Gentlemen’s Agreement, and immigration quotas 1920s).		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Description of push-pull factors               <ul style="list-style-type: none"> <li>○ Push factors (war, famine, poverty, persecution) as they relate to immigration, industrialization, and urbanization</li> <li>○ Pull factors (opportunity, land, money, religious freedom) as they relate to immigration, industrialization, and urbanization</li> </ul> </li> <li>• Description of outcomes of immigration (ethnic clustering, immigration policies, urbanization, diversity contributions of immigrants to this era)</li> <li>• Living conditions of people living in crowded</li> <li>• Analysis of primary and secondary source accounts of time period, in addition to analysis of maps, charts, and graphs to draw conclusions and make inferences about relevant patterns of immigration of the period</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did immigrants change the economic, cultural, and political developments in the United States during industrialization? How did the push-pull factors stay similar to those in the past?</li> <li>• Describe the process of assimilation versus acculturation during this era.</li> <li>• How did immigration contribute to the growth of political machines in the Gilded Age?</li> <li>• How did city governments respond to urbanization in the Gilded Age?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.PC.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b> Evaluate the short and long-term impact of western expansion on Native American and other minority populations.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the short-term and long-term ramifications of westward expansion on political, economic, religious, sociocultural, and intellectual structures, and of geographic changes on native populations. Students need to describe how Native American ways of life changed as a result of the reservation system and the systematic attempts of the government to assimilate natives into white culture. Students will evaluate the contributions of other minority groups in the West (Exodusters, Chinese, Irish).		<b><u>DOK Ceiling – 3</u></b>  <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>Investigation of Native American attempts to resist westward expansion (Indian Wars)</li> <li>Evaluation of the short-term and long-term impacts of westward expansion on indigenous people (Native Americans)?               <ul style="list-style-type: none"> <li>Removal from traditional lands: reservation system</li> <li>Political and social attempts to assimilate: Dawes Act, Bureau of Indian Affairs, boarding schools</li> <li>Sociocultural changes: loss of identity, traditional way of life, customs, religious practices</li> <li>Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to make inferences about the impact of westward expansion on minority groups</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Compare Native American culture before and after the period of Westward Expansion.</li> <li>How did minority groups contribute to the development of the West?</li> <li>How did western expansion change the lives of minority groups?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.PC.C
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on the promise of the American dream, and compare the extent to which various groups and individuals actually experienced this ideal. Students must differentiate between different groups of people (former enslaved persons or newly freed persons slaves, minority groups, immigrants, women, businessmen, factory workers, small farmers, plantation farmers, ranchers, miners, Native Americans and compare and contrast their interpretations of the American dream and how attainable it was for them. Students need to identify the challenges these groups faced participating in and realizing this promise.		<b>DOK Ceiling – 4</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, developing and defending a claim using stimuli representing multiple perspectives. The claim should address the extent to which various groups improved their social, economic, and political status in the United States. Cite and use evidence to support their claim. Make connections and categorize between various groups and their political, social, and economic status in this period.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Compare the civil rights of various groups at the turn of the century, including economic and political status. Explain the reasons for differences in these rights.</li><li>• How did different groups of people attempt to gain the American dream?</li><li>• How successful were the following groups at receiving and/or maintaining rights in the Post-Civil War Era?</li></ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.2.PC.D
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Explain the varying impact of industrialization on culture, work, education and other social institutions.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to make conclusions on how industrialization impacted: <ul style="list-style-type: none"><li>• Culture: leisure, entertainment, sports, separate spheres for men and women</li><li>• Work: child labor, skilled versus unskilled, mechanization, working conditions, factory towns</li><li>• Education: mandatory school, beginning of kindergartens</li><li>• Social institutions YMCA/YWCA, Salvation Army, Gospel of Wealth, Social Darwinism, Niagara Movement/NAACP</li></ul>		<b><u>DOK Ceiling – 3</u></b>  <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, analyzing primary and secondary source accounts of the period, in addition to analyzing of maps, charts, and graphs, to determine the impact industrialization had on everyday life in the areas of culture, work, education, and other social institutions.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did social groups respond to the needs of urban people during this era?</li><li>• How did the nature of work change in the Gilded Age?</li><li>• How did industrialization change the drives of different social institutions?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.2.PC.E
Theme	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States (urban centers and rural areas). This investigation will enable students to recognize that the patterns of immigration shifted in the late 1800s and early 1900s from northern and western Europe (“old” immigrants) to southern and eastern Europe (“new” immigrants). Students should understand the backlash to the influx of immigrants (nativism, Chinese Exclusion Act, Gentlemen’s Agreement, immigration quotas, American Protective Association, anti-Catholicism, fundamentalism, and social Darwinism).		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>Analyzing primary and secondary source accounts of the period, in addition to analyzing of maps, charts, and graphs, to make observations about immigration patterns in the United States and the response to the new immigrants.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>Create a Venn diagram comparing the motivations for immigration for new and old immigrants.</li><li>Compare and contrast immigration restrictions for different regions during this era.</li><li>How did the government respond to rising nativism during this era?</li><li>Create a mind map showing responses to different immigrant groups. Show both positive and negative effects.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.PC.A
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe motivations behind the need for social and political reforms and then summarize how these changes impacted individuals and groups and their ability to participate fully in the promise of American ideals. Specific groups should include immigrants, working poor, women, and minority groups. Specific individuals would include Jane Addams, Jacob Riis, W. E. B. Du Bois, Booker T. Washington, Elizabeth Cady Stanton, Robert Abbott, Alice Paul, and Mary Harris “Mother” Jones.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the motivations behind various reform movements of the time. Students will assess the success of social and political reforms and explain the extent to which the reforms benefited different groups. <ul style="list-style-type: none"><li>• Settlement houses for teaching skills and assimilation of immigrants</li><li>• NAACP, Du Bois, rights, education, and equality of African Americans</li><li>• Women’s rights: push for women’s suffrage, Stanton and Paul</li><li>• Working poor and urban issues: labor unions, Jacob Riis</li><li>• Environmentalism: Gifford Pinchot, John Muir</li><li>• Muckrakers</li><li>• More direct democracy: Robert LaFollett, 17th Amendment, initiative, recall, and referendum, secret ballot</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain the motivations for people to create political and social change.</li><li>• How did progressive reformers make the government more responsive to the needs of the American people?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.PC.B
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze the changing relationship between individuals and their place in society including women, minorities, and children.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the changing relationships between individuals and their places in society. Topics should include events from the Progressive Era, the age of imperialism, World War I, and the Roaring Twenties. Students should identify ways in which these events changed how people participated in, and were affected by society. Information should include women’s rights, minority rights and opportunities, and expanding rights and protection for children (education reform).		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining how the status of individuals differed as a result of political and social reforms of the period. <ul style="list-style-type: none"><li>• Double standards</li><li>• Lack of rights, pushing for change from minority groups, Great Migration, restrictions on movement of indigenous peoples and black Americans</li><li>• “How the Other Half Lives” by Jacob Riis</li></ul> Reference related standards for possible assessed topics.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the lives of different groups change during the turn of the 20th century? How did they stay the same?</li><li>• How did American education assimilate immigrants’ society?</li><li>• How did the role of women in society change in the 1920s?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.PC.C
Theme	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological (military, industrial), artistic (Harlem Renaissance Jazz), intellectual (Lost Generation), economic (industrial, imperial growth), and cultural (Roaring Twenties, flappers, Marcus Garvey, and Back To Africa) changes of the first three decades of the 20th century impacted individuals and groups.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of individuals and institutions of the period and analyzing the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups. <ul style="list-style-type: none"><li>• Technological: automobiles, radio, appliances, military technology</li><li>• Artistic/Intellectual: Harlem Renaissance (Louis Armstrong, Duke Ellington, Billie Holiday, Langston Hughes, Zora Neale Hurston, Bessie Smith), Lost Generation (F. Scott Fitzgerald, Ernest Hemingway)</li><li>• Economic: industrialization, imperialism, increase in organized crime</li><li>• Intellectual: conflicts between science and religion (fundamentalism, teaching of evolution, Scopes trial), evolving racial ideas [formation of NAACP (W.E.B. DuBois), Pan-African movement (Marcus Garvey) and Anti-Defamation League]</li><li>• Cultural: Roaring Twenties culture (prohibition, flappers), shifting cultural values (urban vs. rural), Red Scare (nativism, xenophobia)</li></ul> Reference related standards for possible assessed topics.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Create a chart showing causes and the effect of different technological changes with their impact on the United States.</li><li>• Why were the 1920s were called the Age of Turbulence as well as the Jazz Age?</li><li>• How did American values clash during the 1920s? Were those clashes resolved? If so, how? If not, why not.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.3.PC.D
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America's role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for "American normalcy". Additionally, "progressive" action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b> Assess the impact of WWI related events, on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how different groups during and after World War I worked to achieve change in the United States Students will evaluate the successes of these organization in achieving their goals.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the significance of groups of the period, including the following: <ul style="list-style-type: none"> <li>• Race riots, labor rights, women's rights, anti-communist, KKK, temperance, and nativism.</li> <li>• Labor: removal of Progressive era reforms, rise of strikes and socialism</li> <li>• Racial conflicts: Great Migration, population adjustments, urban race riots, UNIA, NACW</li> <li>• Women's rights: role of women in workforce, suffrage, NAWSA, NACW, NWP</li> <li>• Political/social conflicts: increasing nativism and xenophobia (immigration quotas, KKK, Sacco and Vanzetti), antiwar movement (Sedition Act, Schenck v. United States, Eugene V. Debs)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Analyze how groups during and after World War I addressed change in the United States</li> <li>• Describe how nativist based groups came into conflict with other groups that did not the idea of what it meant to be "American."</li> <li>• How did people protest the inequities of war?</li> <li>• How did World War I impact the rights of minorities in America?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.PC.A
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.	
<b>Expectation Unwrapped</b> The student will analyze primary and secondary sources, including, but not limited to, artwork, music, movies, literature, and photographs to describe how of the events of the 1930s and Great Depression impacted individuals and society. Students will make connections between the context of the Great Depression and the themes, content and messages communicated by artistic and intellectual developments. <ul style="list-style-type: none"><li>• Escape from problems of the Depression-entertainment, fantasy</li><li>• Hope for the future</li><li>• Capture the suffering of people during this period-photographs, narratives, literature, artwork, music</li></ul>		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, identifying artistic, intellectual, literary, and cultural changes of the 1930s. Analyze developments such as the following: <ul style="list-style-type: none"><li>• Artistic developments: WPA-sponsored artwork, paintings (Thomas Hart Benton, Jacob Lawrence, Grant Wood), photographs (Dorothea Lange, Walker Evans), movies, music (Woody Guthrie), radio (Will Rogers)</li><li>• Intellectual developments: Literature – WPA, writer’s projects (John Steinbeck, Richard Wright), oral histories, inclusion of minority stories</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How did the arts depict the human costs of the Great Depression?</li><li>• How did the arts depict the people of the United States perseverance in times of trouble?</li><li>• How did the art of the Great Depression unify America?</li></ul>
<b>Stimulus Materials</b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.4.PC.B	
Theme	Great Depression and WWII The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.		
Strand MLS	People, Groups, and Cultures (American History post c. 1870) Assess the impact of war-related events on women’s roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.		
<u>Expectation Unwrapped</u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, personal accounts, and political cartoons, to draw conclusions about how the war impacted the American home front.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, drawing conclusions about the impact of war-related events on the American home front. Items should include the following: <ul style="list-style-type: none"><li>• Make observations about how the role of woman changed as a result of the war.</li><li>• Identify the effect of wartime decisions on social structures and groups.</li><li>• Identify the effect of wartime decisions on the economy.</li><li>• Women’s Roles: Increased involvement in the workforce sometimes in traditionally male-held occupations (Rosie the Riveter), Increased independence and autonomy, and Effect of changing roles on family structure, Children in daycare</li><li>• Social Effects: Education, Increased attendance for longer periods of time, Religion, Exclusion of Jewish refugees, Entertainment, News reels, and Hollywood supports of war effort</li><li>• Economic Impact: Agriculture, Government regulations and rationing, Commerce, Rising incomes, Increase in international trade, Mobilization, Effects on minorities – Double V Campaign, and Segregation in military and workplace</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• How did World War II impact the home front? Discuss positive and negative outcomes.</li><li>• How did World War II impact the structure of the American family?</li></ul>	
<u>Stimulus Materials</u> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.			



American History: Content Standard		9-12.AH.4.PC.C
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Evaluate the effects of the Great Depression and WWII at home on women, families, and minorities.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, personal accounts, and political cartoons, to draw conclusions on how the war impacted the American home front with regard to women, families, and minorities.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, drawing conclusions about the impact of war-related events on the American home front. Items should include the following: <ul style="list-style-type: none"><li>• Make observations about how the role of woman changed as a result of the war.</li><li>• Identify the effect of wartime decisions on social structures and groups.</li><li>• Identify the effect of wartime decisions on the economy.</li><li>• Women’s Roles: Increased involvement in the workforce sometimes in traditionally male-held occupations (Rosie the Riveter), Increased independence and autonomy, and Effect of changing roles on family structure, Children in daycare</li><li>• Minorities: African Americans (Double V Campaign, Migration, Increased employment, Segregation, First to be fired, last to be hired), Mexican Americans (Bracero work program, Zoot Suit riots), Japanese Americans (Internment, Loss of personal property and freedom, Fought in Europe), Indigenous people (Code Talkers - Navajo specifically, Family Education, Increased attendance for longer periods of time, Changing structure).</li></ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did World War II impact women’s independence?</li><li>• What was the effect of World War II on the marriage rate in America?</li><li>• What was the impact of the Baby Boom on America?</li><li>• What factors contributed to the migration of families to the suburbs in the post-war years?</li><li>• How did minorities help America meet its labor needs during the war?</li><li>• What motivated minorities to volunteer to serve in the military during World War II?</li><li>• What challenges did women and minorities face during the Great Depression and World War II?</li></ul>

American History: Content Standard		9-12.AH.4.PC.D
Theme	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression, marked by a stock market crash, followed and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. Because of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
Strand	<b>People, Groups, and Cultures (American History post c. 1870)</b>	
MLS	Analyze the impact of the Great Depression and World War II on the arts and culture.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, artwork, music, movies, literature, and photographs to describe how the events of the 1930s and World War II impacted individuals and society. Students will make connections between the context of the Great Depression and World War II and the themes, content, and messages communicated by artistic and cultural developments. <ul style="list-style-type: none"><li>Great Depression<ul style="list-style-type: none"><li>Escape from problems of the Depression-entertainment, fantasy, music- Woody Guthrie, board games, radio</li><li>Hope for the future, patriotism</li><li>Capture the suffering of people during this period-photographs, narratives, literature, artwork</li></ul></li><li>World War II<ul style="list-style-type: none"><li>Propaganda to promote the war-Dr. Seuss, Warner Brothers, Walt Disney, patriotic movies, mobilization</li></ul></li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, identifying artistic and cultural changes of the 1930s and World War II era. Students will analyze developments such as the following: <ul style="list-style-type: none"><li>Artistic developments: WPA sponsored artwork, photographs (Dorothea Lange), movies, music, radio, games</li><li>Cultural developments: propaganda</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>How did the government use film to increase patriotism during the Great Depression and World War II?</li><li>How did artists during the Great Depression use their art to communicate social unrest?</li><li>How did the Great Depression change the role of artists in the community?</li><li>Analyze a piece of art/music and determine how the Great Depression or World War II impacted its creation.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.PC.A
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain causes of Cold War tensions and their impact on various groups in the United States. Internal tensions of the period include the following: <ul style="list-style-type: none"><li>• Fears of communism within the United States<ul style="list-style-type: none"><li>○ Red Scare</li><li>○ McCarthyism and HUAC</li><li>○ Loyalty Review Board</li><li>○ Bomb shelters and air raid drills</li><li>○ Culture of conformity</li><li>○ Impact of media: trials broadcasted, Edward R. Murrow</li></ul></li><li>• Responses to intervention abroad<ul style="list-style-type: none"><li>○ Antiwar protests</li><li>○ Media impact both negatively and positively on events</li><li>○ Counterculture movements</li><li>○ Demands for transparency of governmental decisions</li><li>○ Connections to civil rights movement (unequal representation in drafted soldiers)</li><li>○ Support for capitalism, buy American</li><li>○ Opportunity cost: loss of funding for social programs to fight in war</li></ul></li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining the extent to which various groups were affected by the fears and tensions resulting from Cold War events and making connections between specific events and the responses of groups to these events. Major internal tensions include: <ul style="list-style-type: none"><li>• Responses and protests related to intervention abroad</li><li>• Fears of the spread of communism within the United States</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did the American government respond to the rising fear of Communism in America following World War II?</li><li>• How did the Vietnam War change the way Americans viewed government?</li><li>• How did the media impact US citizens’ responses to communism and war?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.PC.B
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effect on individuals and groups.	
<u>Expectation Unwrapped</u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological, artistic, intellectual, economic, political, and cultural changes of the postwar period impacted the lives of individuals and groups. <ul style="list-style-type: none"><li>• Science and technology: space race and arms race, medicine (polio vaccine, antibiotics, legislation of the birth control pill), impact of Sputnik (education)</li><li>• Artistic, cultural, and intellectual: Beats, counterculture and anti-war movements, American Indian Movement, Chicano Movement, rock and roll, literature (<i>The Feminine Mystique</i>, works from the civil rights movement, environmental concerns), Civil Rights Movement</li><li>• Economic and political: Red Scare, the Great Society, Reaganomics, civil rights, Southern Strategy, Detente, containment</li></ul>		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, drawing conclusions about the various scientific, technological, artistic, intellectual, economic, political, and cultural changes of the postwar period to determine their effect on individuals and groups. Items should include: <ul style="list-style-type: none"><li>• Compare new science and technology, and how it contributed to change in the U.S.</li><li>• Discuss how the artistic, cultural, and intellectual movements changed the way individuals and groups participated in society.</li><li>• Determine to what extent relationships between economic and political programs actually effect social and cultural norms.</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What impact did the arms race during the Cold War have on the lives of average Americans?</li><li>• Describe the causes and effects of the rise of conservatism in the 1970s</li><li>• How did the Civil Rights Movement impact other movements for equality?</li></ul>
<u>Stimulus Materials</u> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.PC.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on the promise of the American dream, and compare the extent to which various groups and individuals actually experienced this ideal. <ul style="list-style-type: none"> <li>Fair Deal: GI Bill, expansion of social security and housing programs</li> <li>New Frontier: proposal of civil rights legislation</li> <li>Great Society: Medicaid and Medicare, Department of Education, HUD</li> <li>Civil rights legislation and court cases</li> <li>Environmental legislation: Clean Water and Clean Air Acts</li> <li>Interstate Highway Act, growth of the suburbs</li> <li>Increasing demands for rights: minority groups, workers, education</li> <li>Silent Majority</li> <li>Southern Strategy</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, evaluating the significance of social reform movements that are related to this period. Students will investigate the significance of individual developments to the larger context of these movements and determine the effects of these developments on society. Topics should include the following: <ul style="list-style-type: none"> <li>Social welfare</li> <li>Environmental concerns</li> <li>Equal rights</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How did domestic policies of the 1940s to the 1960s contribute to Americans realizing the American Dream?</li> <li>What federal legislation has been effective in improving the lives of minorities since the 1950s?</li> <li>How successful were reform movements at allowing different groups of people to access the American dream?</li> </ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.5.PC.D
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b>	
<b>MLS</b>	Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States. This investigation will enable students to recognize how the patterns of immigration evolved over time to include people from different regions of the world (Latin America, Asia, and the Middle East). Rising cultural exchange, technology, sanctuary cities (Bosnians in St. Louis).		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, drawing conclusions about shifting immigration patterns from various regions of the world to the United States, and explaining the significance of the changing immigration patterns on American society.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did the Cold War impact immigration patterns to the U.S. and U.S. immigration policy?</li> <li>• Compare and contrast push-pull factors in the past to the post World War II period.</li> <li>• Make a visual data representation to communicate information about immigrant groups who came to the US throughout the 20<sup>th</sup> century.</li> </ul>

American History: Content Standard		9-12.AH.5.PC.E
Theme	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
Strand	<b>People, Groups, and Cultures (American History post c. 1870)</b>	
MLS	Distinguish the powers and responsibilities of citizens and institutions to address and solve United States’ problems c. post 1750.	
<u><b>Expectation Unwrapped</b></u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of individuals’ actions when attempting to address problems in the United States. Students must first identify significant issues in American history during this time and then investigate the contributions of significant individuals to solving those problems. Students will make connections between the actions of historic figures and the ability of citizens today to participate in American politics and society.		<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to, explaining the significance of individuals in American history following World War II including those involved in the following movements: <ul style="list-style-type: none"><li>• Civil rights movement</li><li>• African Americans: Martin Luther King Jr, Rosa Parks, Malcolm X, Medgar Evers, Thurgood Marshall, Diane Nash, JoAnn Robinson, James Meredith, Fannie Lou Hamer, Stokely Carmichael</li><li>• Workers’ rights: César Chávez, Dolores Huerta, Larry Itliong</li><li>• Women’s rights: Betty Friedan, Gloria Steinem, Phyllis Schlafly</li><li>• LGBTQ: Harvey Milk, Frank Kameny, Barbara Gittings</li><li>• Asian Americans: Yuri Kochiyama, Patsy Mink</li><li>• Environmental protection: Ralph Nader</li><li>• Warren Court: expansion of liberties</li><li>• Rising poverty</li></ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"><li>• Discuss who (government, groups, the individual) is responsible for addressing the problems post World War II.</li><li>• Describe the role of individual citizens to bring about change in the Cold War era. Could changes such as this occur today? Why or why not?</li><li>• Who supported these changes?</li><li>• Who opposed these changes?</li><li>• What elements account for these opposing viewpoints?</li></ul>
<u><b>Stimulus Materials</b></u> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History: Content Standard		9-12.AH.6.PC.A
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups and society.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological, artistic, intellectual, economic, political, and cultural changes of the modern era impacted the lives of individuals and groups. <ul style="list-style-type: none"><li>• Science and technology-computers, internet, medicine and genetics, robotics, drones, WMDs, cell phones</li><li>• Artistic, cultural, and intellectual-modern day protest movements, social media,</li><li>• Economic and political-Occupy Wall Street, Tea Party, dot-com bubble, globalization, NAFTA, War on Terror</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, drawing conclusions about the various scientific, technological, artistic, intellectual, economic, political, and cultural changes of the modern era to determine their effect on individuals and groups. Items should include the following: <ul style="list-style-type: none"><li>• Compare new science and technology and how they contributed to change in the U.S.</li><li>• Discuss how artistic, cultural, and intellectual movements changed the way individuals and groups participated in society.</li><li>• Determine to what extent relationships between economic and political programs actually affected social and cultural norms.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How has medical technology improved American lives in the past 20 years?</li><li>• Analyze the benefits and consequences of social media on individuals and society. Consider economic, social and political effects in your analysis.</li><li>• How have Americans’ participation in events changed since the 1970s? How has easy access to communication changed the way citizens view the world?</li><li>• How did technology impact these changes and continuities?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		



American History: Content Standard		9-12.AH.6.PC.B
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>People, Groups, and Cultures (American History post c. 1870)</b>	
<b>MLS</b>	Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States. This investigation will enable students to recognize how the patterns of immigration evolved over time to include people from different regions of the world (Latin America, Asia, and Middle East). Students should investigate the more recent challenge of political refugees to determine its impact on the United States. Syria, Ethnic cleansing of ethnic Albanians.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, drawing conclusions about shifting immigration patterns from various regions of the world to the United States and explaining the significance of the changing immigration patterns on American society.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• In the past five years, from what three countries have most immigrant refugees originated? What domestic issues have occurred in those countries that might encourage migration?</li> <li>• How have push-pull factors changed in the 30 years? How have they remained the same?</li> </ul>

American History: Content Standard		9-12.AH.6.PC.C
Theme	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
Strand MLS	<b>People, Groups, and Cultures (American History post c. 1870)</b> Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.	
<b><u>Expectation Unwrapped</u></b> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of individuals, groups, and the government to address contemporary problems in the United States. Students must first identify significant societal challenges in America in this time period and then evaluate the responses to those problems. Students should be able to explain how these developments impacted individuals, groups, and society over time. <ul style="list-style-type: none"><li>Continued movement for equal rights: Affirmative action, LGBTQ, Supreme Court cases, changes in policies for military service</li><li>Social welfare: Affordable Care Act (Obamacare), FMLA, ADA</li><li>Environment: recycling, restoration, climate change debate, regulations</li></ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, comparing the different societal challenges to previous periods and explaining similarities and differences between both the challenges and the responses.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>What environmental issues are a concern in your region?</li><li>How have American attitudes about environmental issues changed since the 1970s?</li><li>What policies have groups challenged in recent years when it comes to equal rights? What are the effects of these challenges?</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		